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## ABSTRACT

Prepared by classroom teachers for the infusion of career education into existing curriculum, these teacher materials are designed to accompany the "Career Capers" for grades 4-6 (CE 023 598). Monthly distribution to the classroom teacher by an administrator is suggested for these supplemental materials. Factivities for grades K-3 emphasize career areas found in the card file box. Materials for each month include objectives, activities, language arts and math ideas for the month's topic, and student worksheets suitable for duplication. Topics are self-awareness, job awareness, community, communication, health, agriculture, animal care, construction, and transportation. Factivities for grades 4-6 emphasize career topics. For each month student worksheets are presented for the curriculum areas of the "Career Capers" notebook, including language arts, mathematics, social studies, science and health, and fine arts. Topics for each month are "me, myself, and I"; exploring the telephone book: transportation: marketing; health services; automobile mass production: the world of work; marine sciences; and classroom cooking. (YLB)

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# The Uncomplicated Elementary Career Education System for the "Real" Classroom

## GRADES K-6 FACTIVITIES

STATE BOARD OF EDUCATION
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ILLINOIS OFFICE OF EDUCATION
Joseph M. Cronin, Superintendent

Department of Adult, Vocational and Technical Education

Springfield, Illinois

February, 1979

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# OVERVIEW OF THE SYSTEM

## The Uncomplicated Elementary Career Education System for the "Real" Classroom

These materials were prepared by classroom teachers for the infusion of career education into your already existing curriculum. This system is designed to provide career education activities that could blend easily into any classroom teacher's course of study.

### Career Card File Box
**For K-3**

This container has both individual student and teacher activities. Ideas are in a variety fo career-related areas, and cover diversified learning styles and abilities.

### Career Corners-Language Arts
**For 7-8**

This notebook contains student worksheets in career-oriented areas, which can be utilized with varying learning styles and ability groups.

### Career Capers
**For 4-6**

This notebook has student and teacher activities in the basic curriculum areas, which cover various ability levels and learning modes.

### Career Corners-Math
**For 7-8**

This notebook contains student career-related worksheets in a number of math skill areas, which can be used with a variety of ability levels and learning styles.

## Administrative Materials

Each month an administrator is to distribute the following materials to the classroom teacher.

### K-3 Factivities

K-3 teachers receive a "Factivity" pamphlet emphasizing the career areas in the "Card File Box".

These pamphlets contain language arts and math ideas for the month's topic, as well as student work-sheets that can be duplicated.

### 4-6 Factivities

4-6 teachers receive a "Factivity" pamphlet emphasizing a career topic.

These pamphlets contain student worksheets in the curriculum areas of the "Career Capers" notebook.

[illegible] the C.A.S.E. Cooperative, a new set of "K-6 Factivities" is produced annually to provide ongoing career education activities. It is suggested that school districts adopting this system strongly consider such a policy also.

# FOREWORD

The Illinois Office of Education is pleased to make available "The Uncomplicated Elementary Career Education System for the 'Real' Classroom." The materials and activities in this system are intended to be infused into the existing curriculum and are therefore supplementary in nature.

The K-6 sections originated from workshops sponsored by C.A.S.E. (Cooperative Association for Superior Education), consisting of the following high schools: Bloom Township High Schools - District 206 (the administrative district) and six elementary districts; #167 - Brookwood; #168 - Community Consolidated; #169 - East Chicago Heights; #170 - Chicago Heights; #172 - Sandridge; and #194 - Steger. Sincere appreciation is extended to the C.A.S.E. Superintendents for their support and cooperation in the development and implementation of this project.

The first phase of this activity was planning and development and the two 7-8 notebooks were developed. The second phase goal was implementation and revision.

The final phase of the project was field testing all of the developed system. Six field test sites representing various geographical locations and populations were utilized. They were: Roxana Community District #1 - Roxana, Illinois; Ben Funk School, Unit District #4 - Shirley, Illinois; Nathan Hale School, District #171 - Lansing, Illinois; DuPage Elementary Career Education Center - Wheaton, Illinois; Career Guidance Center, Lake County Area Vocational Center - Grayslake, Illinois; St. Joseph's School - Bradley, Illinois. Based on field test information the materials were revised and printed for dissemination.

Sincere appreciation is extended to the teachers, administrators, and supportive personnel who participated in the development, evaluation, and/or revision of the career education system.

Special recognition is given to the following individuals for their outstanding contributions: Mr. Dean Wertz, vocational director, Bloom High School, project director; Mrs. Barbara Battle Cleary and Ms. Barbara Dennis, project coordinators; Ms. Candyce Jones, media coordinator; Mrs. Patricia Hayden, secretary and Mrs. Martha Fahrenwald, illustrator.

Joseph M. Cronin

Joseph M. Cronin
State Superintendent of Education

# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

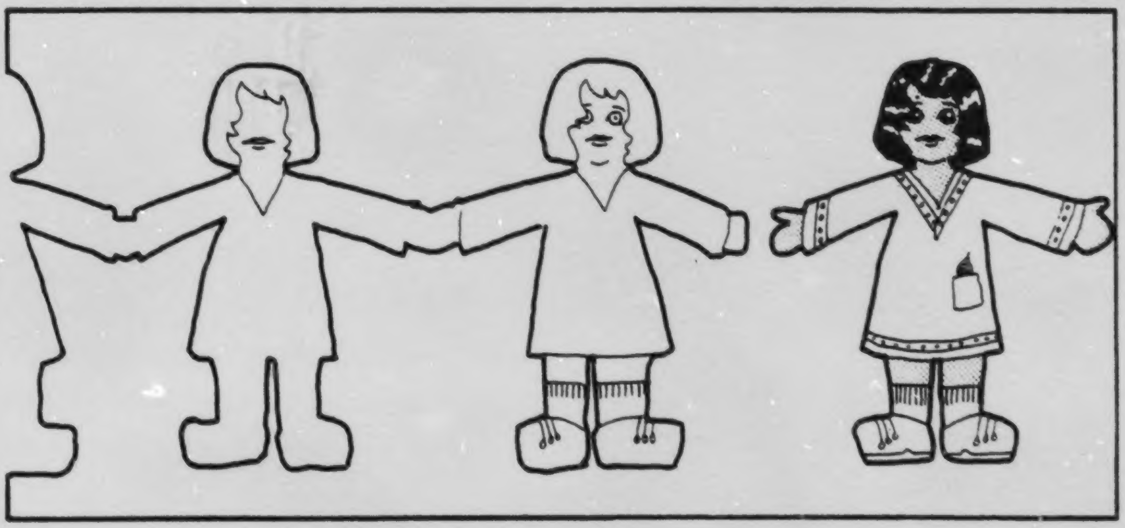
K-3

CAREER FACTIVITIES

SEPTEMBER

## SELF-AWARENESS

Objective: Before our students are able to know what they want to be when they grow up or to become aware of the variety of jobs, they have to be aware of their own uniqueness. The purpose of this month's FACTIVITY is to help our students realize their own potential.



This month's FACTIVITY was developed by . . . .

BARBARA BATTLE - Brookwood School, Dist. 167

| | |
|---|---|
| career file card box color code | pink cards........teacher-directed ideas<br>yellow cards.....student-directed ideas<br>blue cards .......resource ideas |

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SEPTEMBER
TOPIC: I AM SPECIAL

I. Objective: Children all over the world are the same in many ways.

1. Discuss the physical "sameness" of all the children in the room. Categorize the children under the various headings - hair and eye color; live on the same street; those who own a certain color bike; or those who have the same number in their families. The class can decide on the categories.

2. Discuss the "sameness" of their needs for food, water, sleep, homes, families, and friends. Have the children draw pictures or cut from magazines pictures of these areas.

II. Objective: Each of us is the same in many ways, but we are very special and unique just because "you are you."

1. Discuss the individuality of talents and like and dislikes of various things, stressing that there is a value for all of us and our differences.

2. Make a list of the "classroom best" in such areas as Good Readers, Good Friends, Good Artists, etc., and write down the names of the children in each area. Make sure that everyone is mentioned for something.

3. Make the children aware of the need in the world for individual talents and preferences. Encourage creative thinking and writing--"If Everyone Liked Red and Not Orange," or "If Everyone Wanted to Be A ____________."

4. Begin the weekly selection of the "Superstar." Duplicate the enclosed form and choose one person to be the special person. Interview them, fill in their answers, and display in the classroom.

## SEPTEMBER

III. Objective: We have grown and changed in many ways. We are always changing and growing as we become our own persons.

1. Discuss with the children the following growth pattern of their development. The children can add many things in each category and are always amazed at how much they have changed. A paper could be divided into four as you discuss each area, and they could draw or write skills in each age bracket.

| SKILL | When I was a Baby...... | When I was one year old...... | When I was four........ | But now I can.. |
|---|---|---|---|---|
| Language | babbling | words | sentences | conversations |
| Motor Ability | crawling | walking | running | jumping, racing, etc |
| Art Work | couldn't hold a pencil | scribbling | stick figures | beautiful pictures |
| Math Skills | didn't know | knew you had two eyes | could count | math facts, etc. |
| Reading | couldn't | couldn't | maybe your name | stories, spelling, etc. |

2. Have the children bring in pictures of when they were babies and post on the bulletin board. Have the other children guess who they are.

IV. Objective: Everyone has feelings and we all act and react to our different feelings and moods.

1. Discuss various moods that we all experience and encourage the children to discuss how they feel inside and react to their feelings.

2. Make the "Feelings Booklet" with the class as suggested in the File Card Box. Several of the topics could be good for classroom discussion, dramatization, or story writing.

3. Find stories relating to children's feelings towards friends, families, and growing up.

Check your CAREER FILE CARD BOX for additional teacher-directed activities, student-directed activities, and resource materials that are available in your district.

SEPTEMBER

## CAREER EDUCATION IDEAS FOR:

### LANGUAGE ARTS -

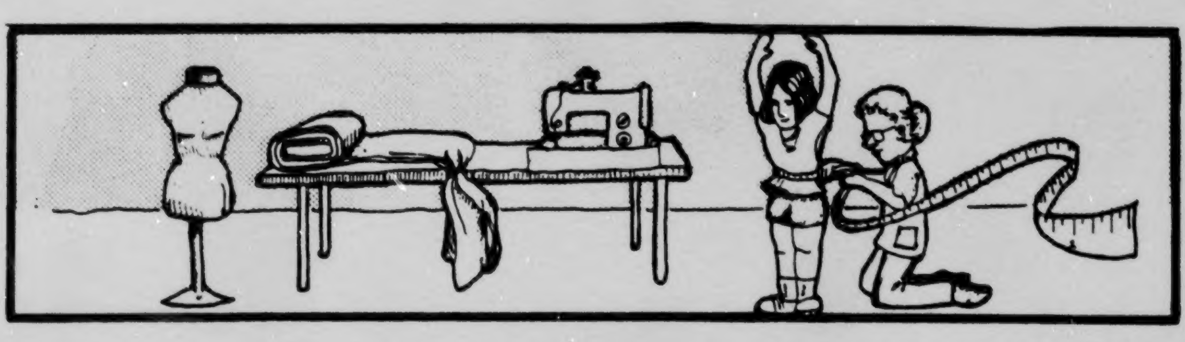
List on the blackboard outstanding characteristics about a child. Do not tell his name. Have various children guess the name. Keep adding interesting characteristics until the child's name is guessed; for example, "Who can tell me the name of the person in our room who has big brown eyes, happy smiles, or has a name that rhymes with "Lennie Wennie."

Have the children write stories on "What Makes Me Me" including unique characteristics and features of each individual, likes and dislikes, strengths and weaknesses, family information, etc.

If you put together a class newspaper, include a couple of human interest stories; namely interviews with a couple of children and their interests and good points. An idea might be to interview children whose self-respect needs a boost. Job: Reporter

### MATH -

Measure every part of your body using a metric or English ruler or a tape measure. Draw a picture of your entire body and put the measurements on your pictue. Job: Nurse

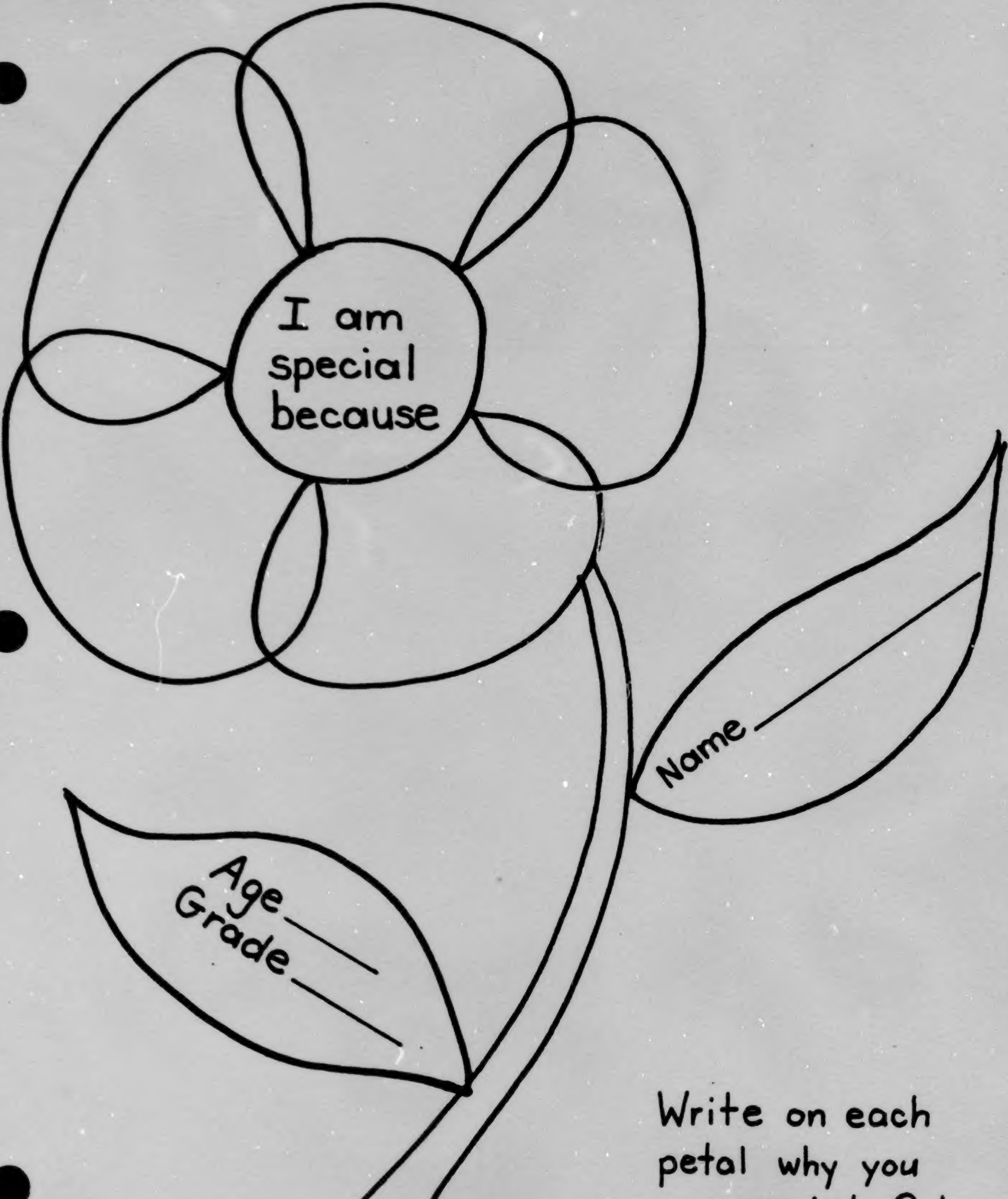


Geometric figures could be drawn on a ditto. Students cut out the figures and paste on construction paper to form a person.

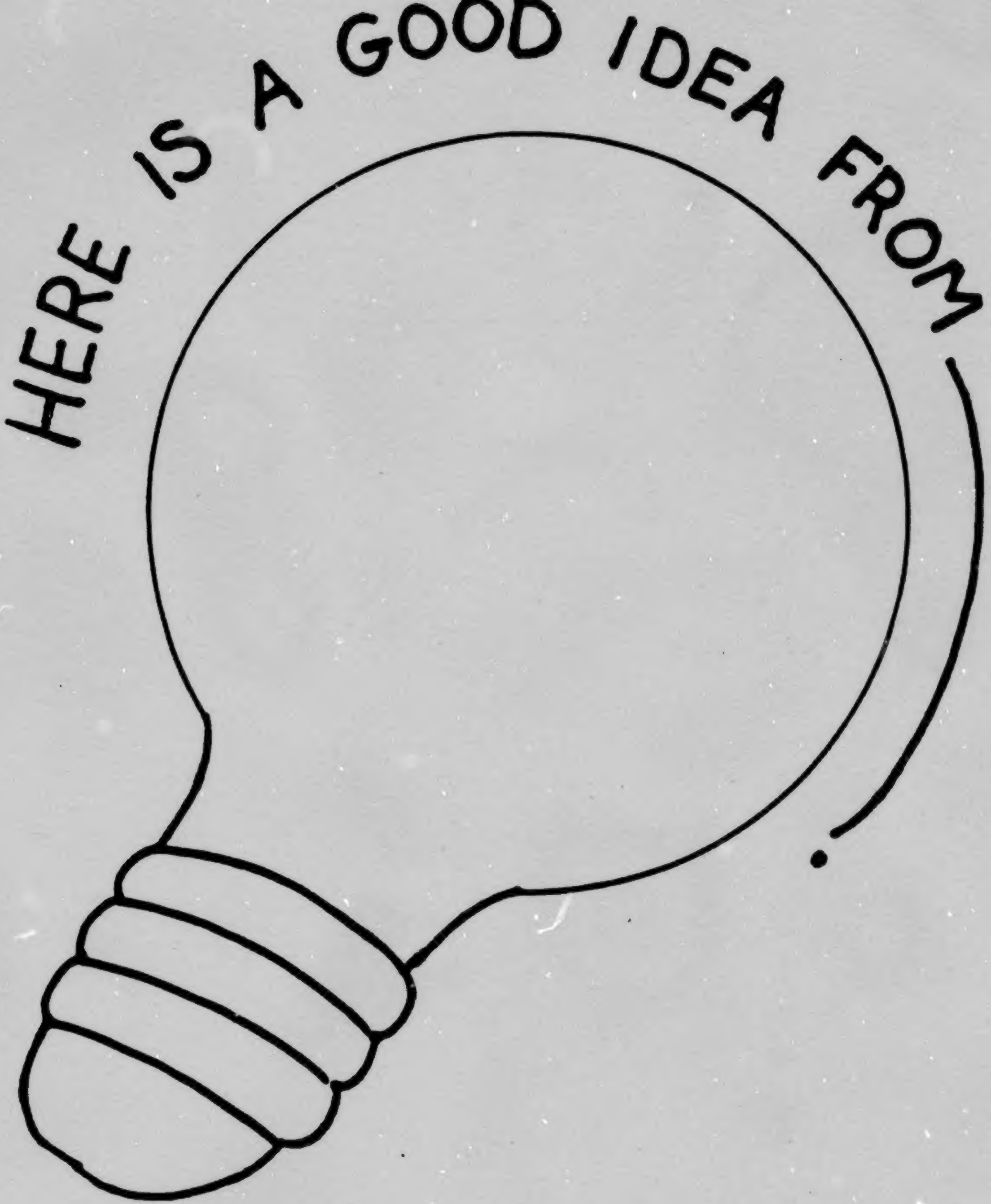
### BULLETIN BOARD IDEAS -

WHAT A GREAT BUNCH! This is an idea that can be put on the door or on a bulletin board. Put pictures of students on each grape.

LOOK WHO LANDED IN ______ GRADE! Use planets, sun, moon, and space ships for the display. One space ship should be put up for each student with their picture on it.



Write on each petal why you are special. Color your flower.

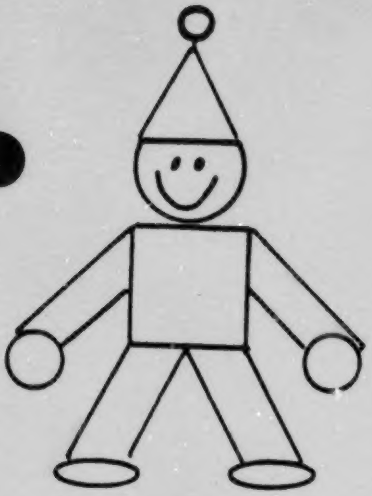

HERE IS A GOOD IDEA FROM

SEPTEMBER

NAME ______________________________

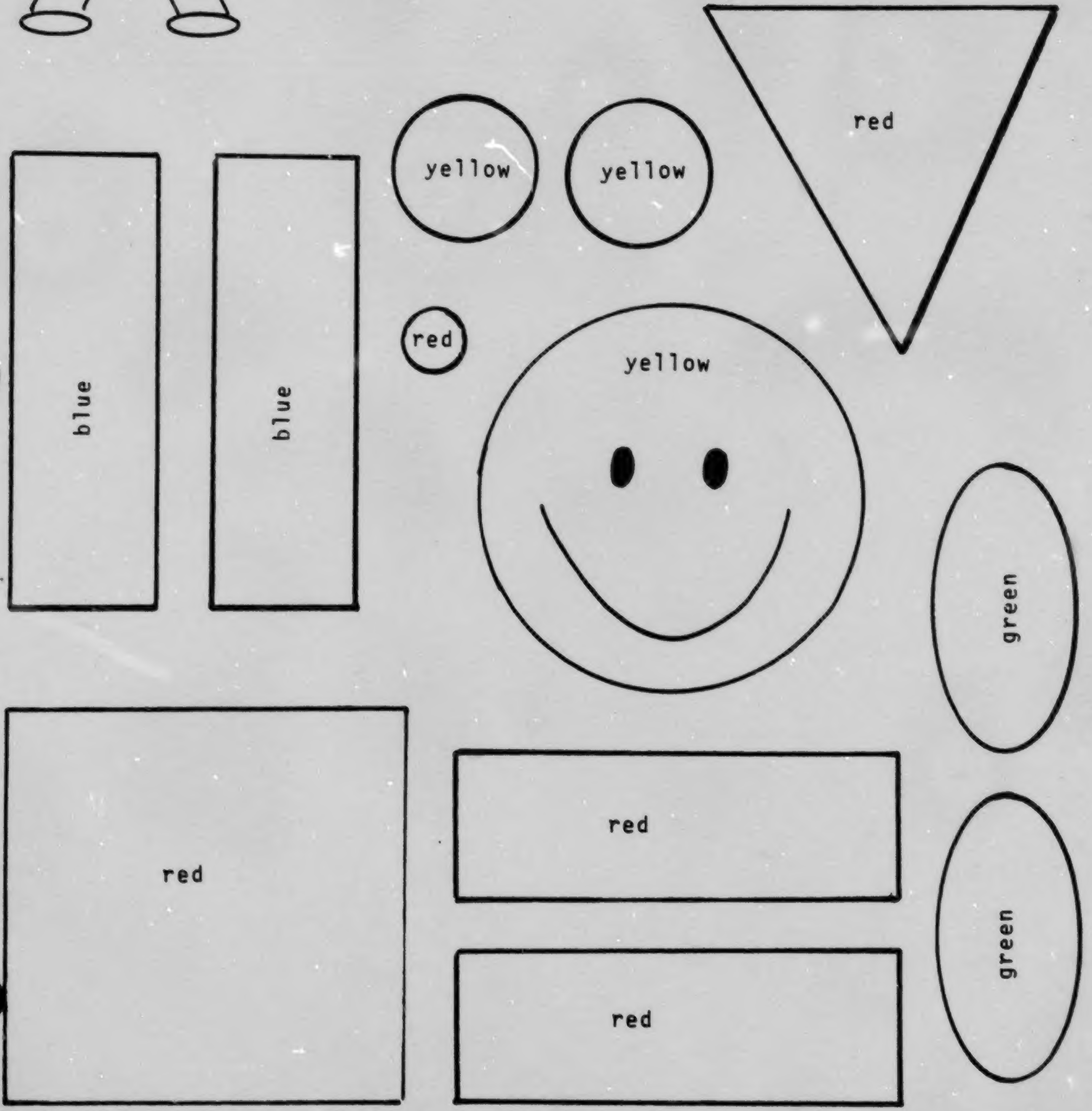
HERE ARE THINGS THAT MAKE ME

HAPPY



## CAN YOU MAKE THIS CLOWN?

DIRECTIONS: Carefully color and cut out all of the shapes. On another sheet of paper, paste all of the shapes together to make YOUR clown look like the one on this page.



# SUPER STAR

Name ______________________________

I am _____ years old.

My birthday is on ____________________.

I live at ________________________

________________________

I have ___ sisters and ___ brothers.

I am good at ____________________

______________________________

______________________________.

I like to eat ______________________

______________________________.

In school I like ____________________

and I don't like ____________________.

My favorite color is ______________.

My favorite TV show is ____________
______________________________.

My favorite toy is ______________.

After school, I like to __________
______________________________.

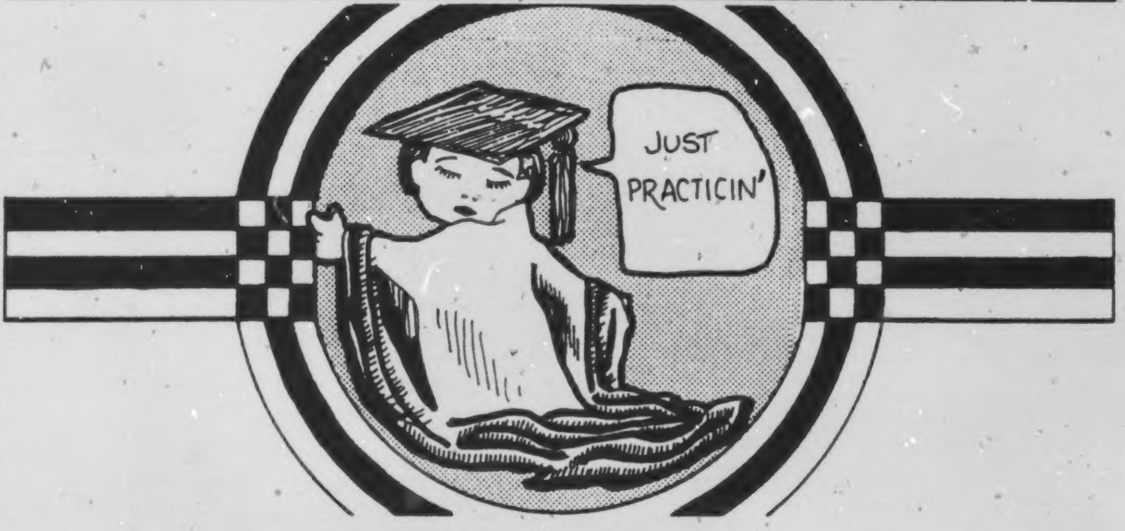
When I grow up, I want to be
______________________.

I have ______ eyes and ______ hair.

Here is some more special information about me:

## JOB AWARENESS

Objective: This month's CAREER EDUCATION objective is to develop an awareness of the job opportunities that are available. So often people have a hobby that is more stimulating to them than their job. Their "expertise" is in what they enjoy doing on a week-end or in the evening, rather than the career in which they work. Hopefully, we will be able to stimulate the children into the realization of what they like to do the best, and what they are good at, as a possible career choice. Liking your work goes hand-in-hand with being excellent in that field.



This month's FACTIVITY was developed by . . . .
BARBARA MOSLEY - Medgar Evers School, Dist. 167
and
BARBARA BATTLE - Brookwood School, Dist. 167

career file card box color code

pink cards........teacher-directed ideas
yellow cards.....student-directed ideas
blue cards .......resource ideas

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## OCTOBER
## TOPIC: HOBBIES, CAREERS, AND SKILL AREAS

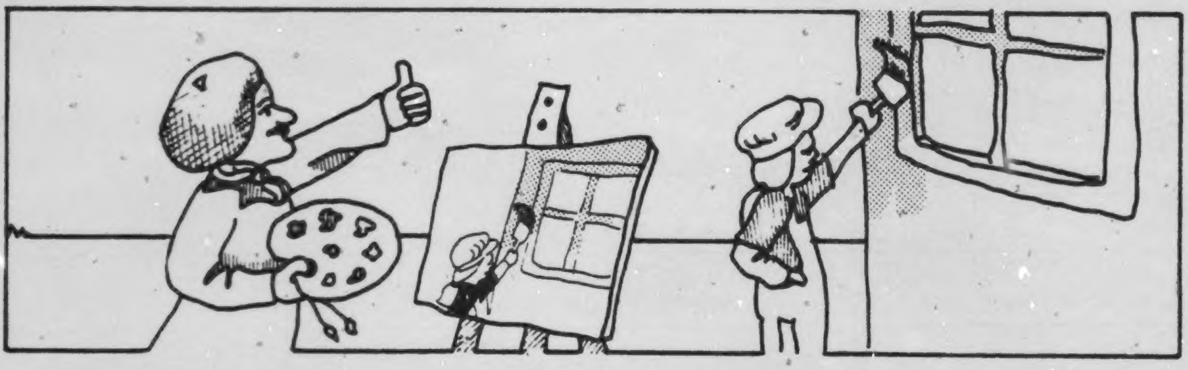
I. Objective: To develop an awareness of what a hobby is.

1. Discuss what a hobby is. List on the board the variety of hobbies, what people do, collect, work on, the possible expense, and the enjoyment derived from having a hobby.

2. Make a class hobby list, recording each child's name and the hobby that they have or would like to develop.

3. Develop a "Hobby Display Area" where a child could bring their hobby in for display, make a presentation to the class, or do a report on it.

4. Discuss the possible jobs that some people have in relation to someone else's hobby. One person could paint for a living and another may paint for a hobby.



II. Objective: To become familiar with career terminology.

The following words could be used for syllabication, writing into sentences, or alphabetizing:

career
lay off
boss
employer
salary
opportunities
manager
wages
pay check
job
employee
raise

K-1 children could discuss what these terms mean.

III. Objective: To stimulate creative thinking as to likes and dislikes, potentials, and skills that are composed in various jobs.

1. Ask the children what they are good at and encourage them to think of jobs that would relate to them. The children could write the following sentence on a piece of paper and draw a picture of that job.

"I like to __________, so I could be a __________."

2. A variation of number 1 would be for the children to fold a paper in half, writing one list of what they like on one half of the paper, and what they could be on the other half.

Example:

| I like . . . . . | I could be . . . . . |
|---|---|
| reading | a newspaper proofreader |
| math | engineer, architect |
| animals | veterinarian, forest ranger |
| art | artist, photographer |
| fixing things | mechanic, builder |

3. Write a job title, or let the children write or draw the career that they are interested in, and make a list of the skills that are required at that job. Example: Postal worker must know street numbers, locations, stamps, etc.

4. Begin a career picture file. Have the children bring in magazines and cut out pictures of people in their jobs. Saving these pictures for reference during the year. These pictures could be used for alphabetizing, creative writing, bulletin board displays, or categorizing into career clusters such as topics in your CAREER FILE CARD BOX.

IV. Objective: To develop an appreciation and awareness of tools required in different jobs and the usefulness of tools and machinery.

1. Collect and display the "tools" used by a baker or carpenter, and ask what they are used for. Since many tools are used in many trades, display just one item, such as a ruler, and ask the children who would need this for their job.

2. Since machines help people in their jobs encourage creative thinking in designing their own "fun" machine. They can draw a picture of it and write a story about what it can do.

3. Collect and display pictures of tools. Make the children aware of your "Classroom Career Picture File" and add to it during the year.

Check your CAREER EDUCATION FILE BOX for additional teacher-directed activities, independent student activities, and the audio-visual filmstrips that are available in your school districts.

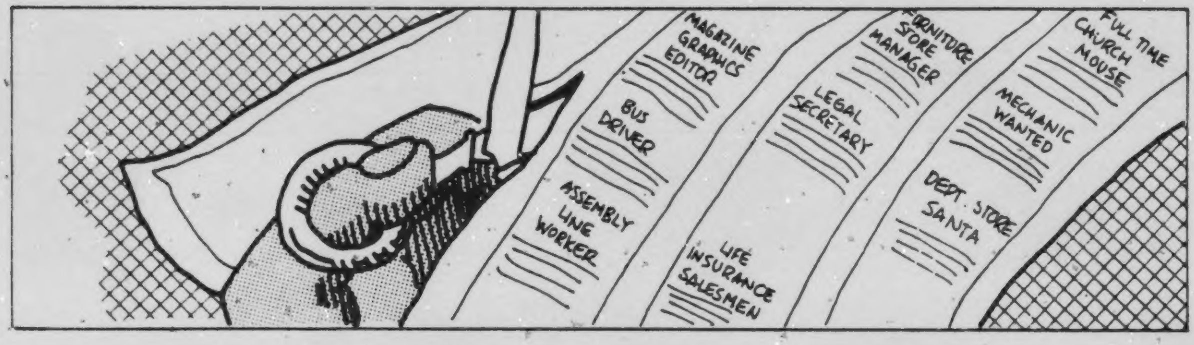
OCTOBER

## CAREER EDUCATION IDEAS FOR:

### LANGUAGE ARTS -

Have the children look through their reading texts for as many workers as they can find. Compile a list on the chalkboard. Briefly discuss what is involved in each career; careers that are related, etc.

Cut out job ads and pass them out to the class. Ask students to circle all the naming words or nouns in the ad.



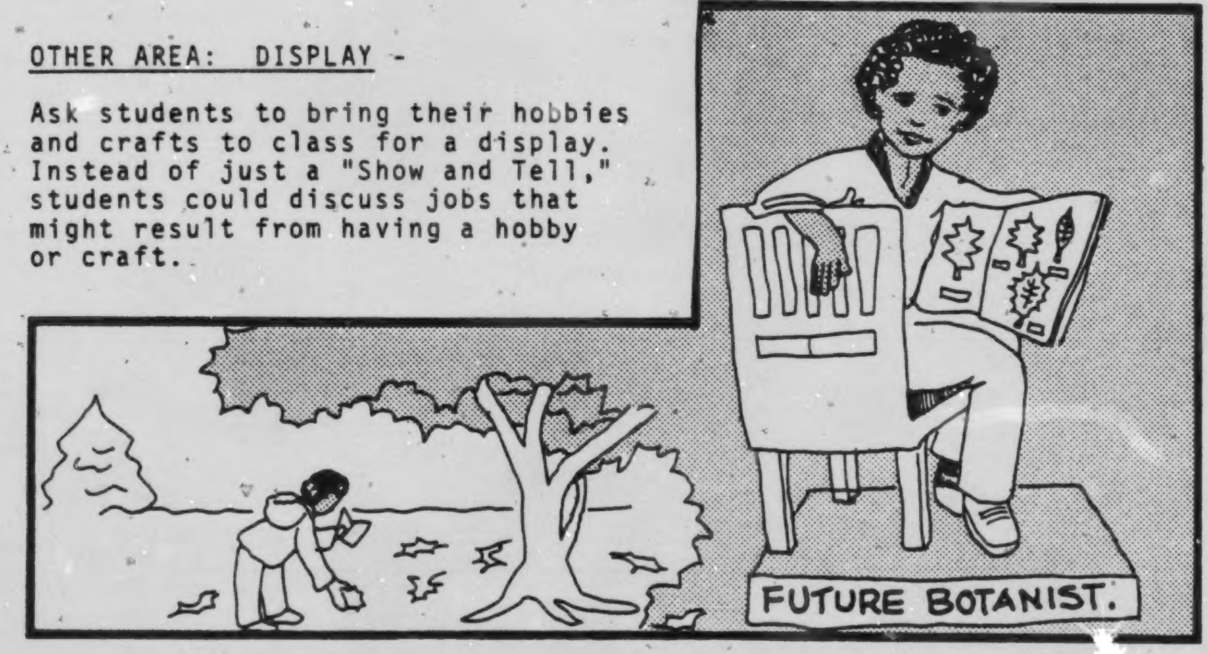
### MATH -

Brainstorm on careers in which math is needed. Discuss which jobs have more of a math emphasis than others.

Bring in the sports section from the newspaper. Discuss the teams and their positions; 1st, first; 2nd, second; etc.

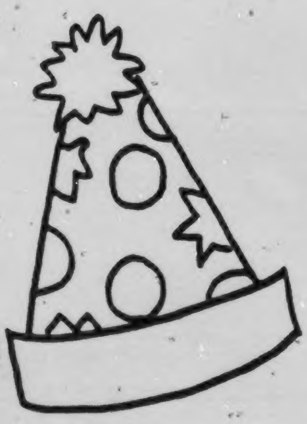
### OTHER AREA: DISPLAY -

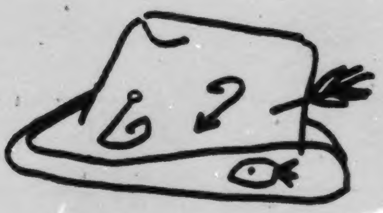
Ask students to bring their hobbies and crafts to class for a display. Instead of just a "Show and Tell," students could discuss jobs that might result from having a hobby or craft.


FUTURE BOTANIST.

## HATS, HATS, HATS

Directions: Here are some hats that are worn by different workers. Color each hat carefully and cut it out. Paste the correct hat on the person who would wear it.





OCTOBER

## HATS, HATS, HATS

Name ______________________________

fire fighter

fisherman

clown

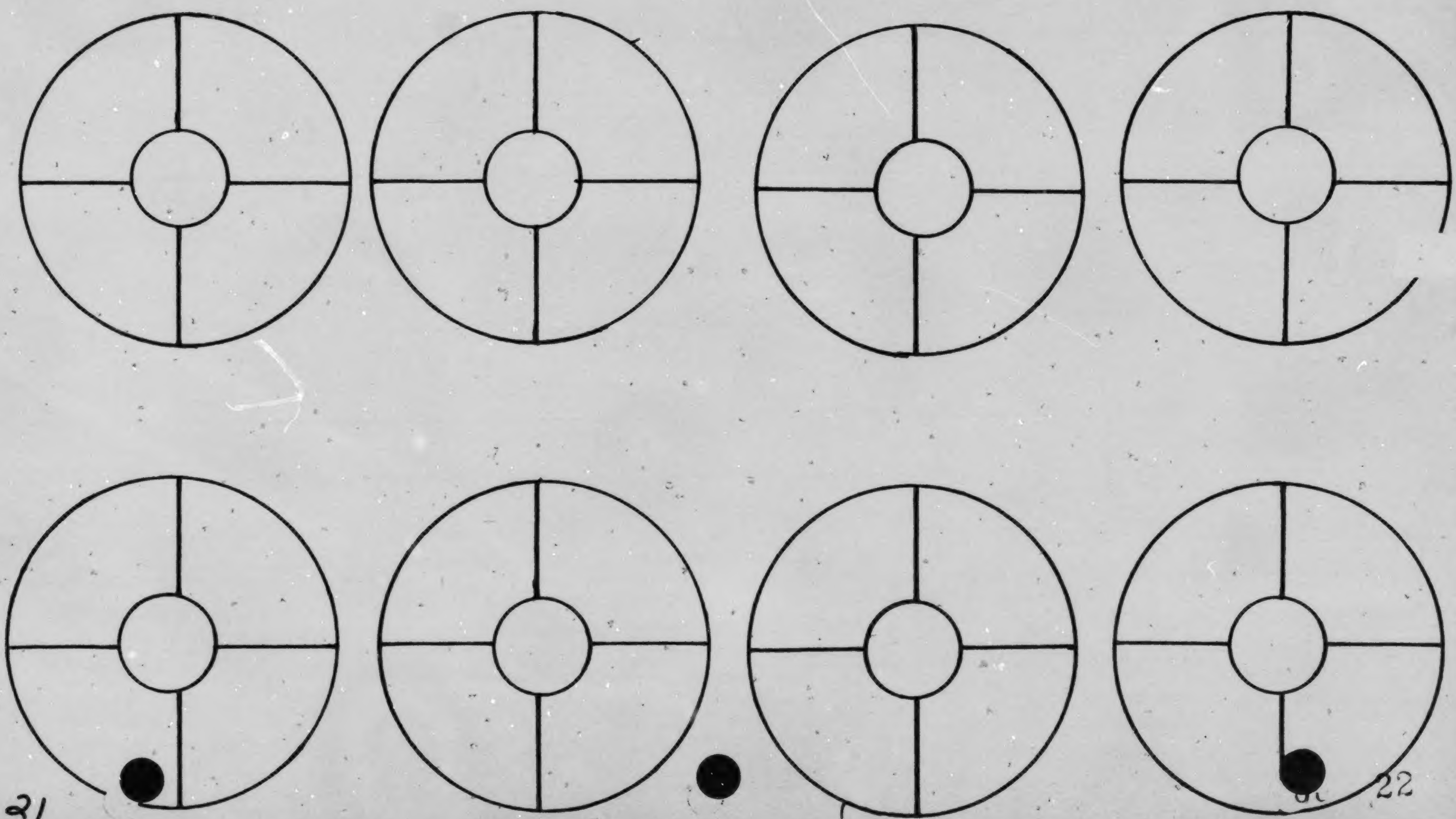
mother

army officer

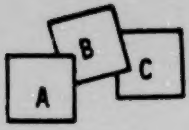
## CAREER WHEELS

NAME ______________________________

DIRECTIONS: In the center of each circle, write one letter from your name. Write 4 jobs that begin with the letter in the sections of the wheel. Color the wheels lightly, so others can see the job names that you know.



OCTOBER

## MY CAREER  'S

NAME ______________________________

Directions: THINK CAREFULLY ! Write the name of a career that begins with each letter in the alphabet. Watch your spelling.

A ______________________

B ______________________

C ______________________

D ______________________

E ______________________

F ______________________

G ______________________

H ______________________

I ______________________

J ______________________

K ______________________

L ______________________

______________________

N ______________________

O ______________________

P ______________________

Q ______________________

R ______________________

S ______________________

T ______________________

U ______________________

V ______________________

W ______________________

X ______________________

Y ______________________

Z ______________________

OCTOBER

NAME ________________________________

There are many jobs around you. Here are a few places that you can see many different people doing different jobs. THINK CAREFULLY and write in some of the jobs that you know.

IN MY SCHOOL, I SEE PEOPLE WHO ARE :

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

WHEN I GO SHOPPING, I SEE PEOPLE WHO ARE :

____________________ ____________________

____________________ ____________________

____________________ ____________________

WHEN I WATCH TV, I SEE PEOPLE WHO ARE :

____________________ ____________________

____________________ ____________________

____________________ ____________________

WHEN I EAT IN A RESTAURANT , I SEE PEOPLE WHO ARE :

____________________ ____________________

____________________ ____________________

WHEN I GO ON A TRIP, I WOULD SEE:

____________________ ____________________

____________________ ____________________

____________________ ____________________

WHEN I GROW UP, I WANT TO BE A ______________________________

BECAUSE ____________________________________________

____________________________________________________

____________________________________________________.

OCTOBER

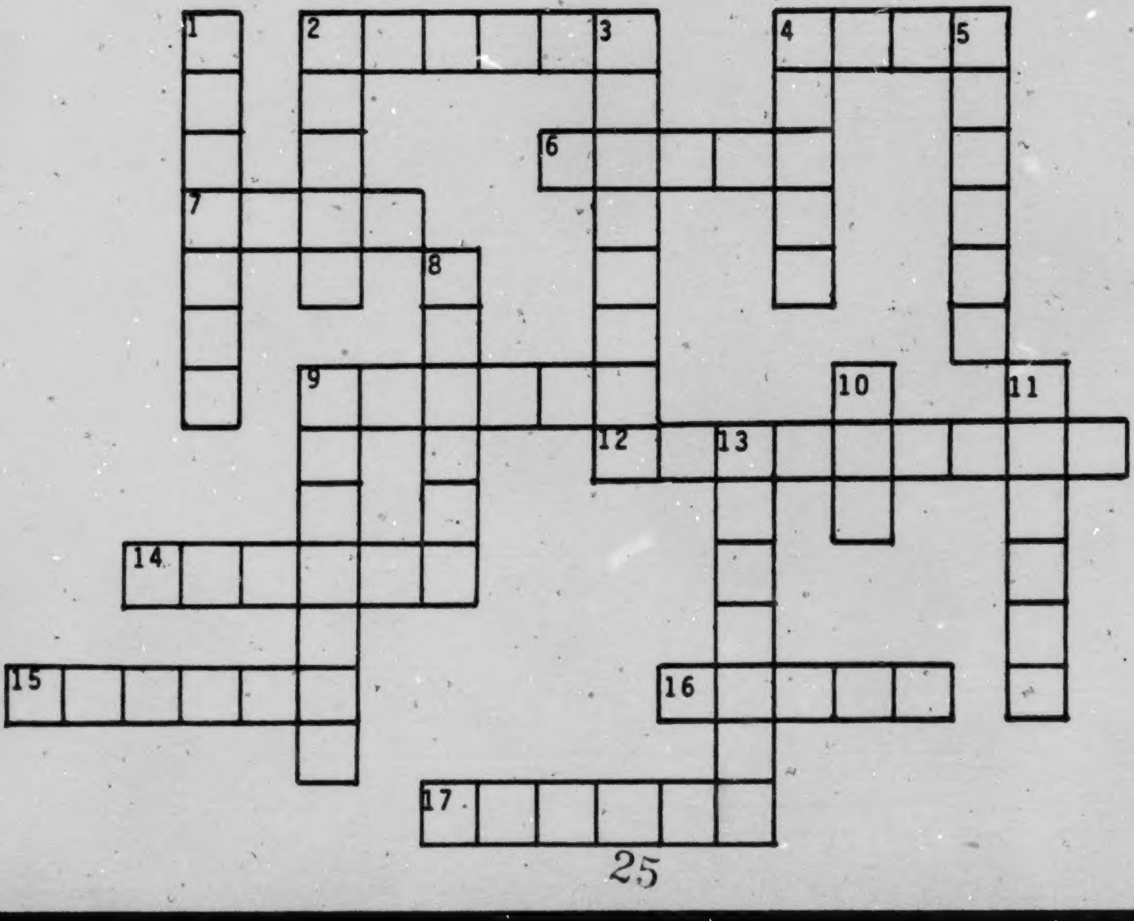
# CAREER CROSSWORD PUZZLE

## DOWN

1. I cut meat.
2. You see me on TV and on the stage.
3. We help you learn.
4. I keep you well.
5. I work with laws and go to court.
8. I cut hair.
9. I protect your home and I am called a fire __________.
10. Your bring your sick dog or cat to me.
11. I take boxes from one place to another and I am called a truck ____.
13. You give me your money in the store.

## ACROSS

2. I draw, paint, cut and design.
4. A carpenter used a hammer and __________.
6. I make cookies, cakes, bread and pie.
7. I work in the kitchen of a restaurant.
9. I grow crops and raise animals.
12. I type in an office.
14. I write books and stories.
15. I protect your home and direct traffic.
16. I fly an airplane.
17. I work with money and with checking and savings accounts.



OCTOBER

## SCRAMBLE WORDS

NAME ______________________________

Unscramble the letters in the words to complete the sentences.

WORDS TO USE:

actor
actress
announcer
artist
author
cashier
cook
doctor
fire fighter
hair stylist
jockey
pilot
police
ranger
teacher
waiter
waitress

1. When you are ill, you see a ____________________.
doroct

2. This person writes books for you to read. ____________________
tahour

3. This person cuts and fixes your hair. ____________________
irah tysistl

4. The man star of a TV show is called an ____________________ and a
croat
and a woman star is called an ____________________.
ressatc

5. This person works in a forest to protect the animals. ____________________
graner

6. A radio or TV ____________________ reads the commercials.
canounern

7. I put out fires and protect your home. ____________________
rife ghterif

8. This person draws and paints pretty pictures. ____________________
starit

9. I ride race horses and I am called a ____________________.
kojcey

10. I help you learn in school. ____________________.
eertahc

11. We direct traffic, protect and help you. ____________________.
lopice

12. I take your money in the store and give you your change. ____________________.
craesih

13. I fly a plane all over the country. ____________________
lotip

14. I work in a restaurant and make good food for you. ____________________
koco

15. We serve the food to you in a restaurant. ____________________ and ____________________
wertia sesritaw

# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

K-3

CAREER FACTIVITIES

## THE COMMUNITY

Objective: This month's CAREER EDUCATION objective is to make the child aware of the community, and to develop an appreciation of the occupations that help to make their world a nice place in which to live.

NOVEMBER

This month's FACTIVITY was developed by . . . . .
ELIZA H. POWELL - Medgar Evers School, Dist. 169
and
DENISE DOHMAN - Katz Corner School, Dist. 168

| career file card box color code | |
|---|---|
| pink cards | teacher-directed ideas |
| yellow cards | student-directed ideas |
| blue cards | resource ideas |

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# NOVEMBER

## TOPIC: WHAT IS A COMMUNITY?

I. OBJECTIVE: The student should have the following basic understandings about his community:

1. The community embraces several neighborhoods sharing common public services and centers of business.

2. The community is the section of the world in which the student's family and others of the community spend most of their time and money. A large urban area, such as Chicago, contains many communities. Most of the people of the world live in urban communities.

3. People in an urban community are dependent upon many types of workers within and outside their community. Some people in a community go to other communities to work.

4. A community offers its inhabitants many advantages not found in thinly peopled areas. Many different groups of people share the advantages and responsibilities of the community. In a large city, people may move from one community to another.

II. Objective: To make the child aware of the contents of a community.

1. Elements of our community:

families
schools
places of worship
recreation areas
shopping centers
industrial areas

SPECIAL PLACES:
Police Station
Fire Station
Post Office
Public Library
Medical Centers
Banks

2. People and customs of our community:

individuals
groups
newcomers
customs

III. Objective: Learning Experience and Activities.

1. Students listen as the teacher explains and discusses the term "community".

2. Discuss the term "urban area" and make a chart of the elements that are part of an urban area, including: banks, churches, clinics, clubs, families, fire station, industries, libraries, parks and playgrounds, post office, police station, schools and stores.

## NOVEMBER

IV. Objective: The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to the community.

1. In developing map readiness, the pupil should:

   a. Construct simple maps of the community showing the location of various places and businesses.

   b. Arrange models of maps to show the general uses of the land in the community.

2. In developing reading skills, the pupil should:

   a. Associate experiences encountered in reading with personal experiences.

   b. Learn to find information to answer a specific question.

3. In developing social skills, the pupil should:

   a. Continue to participate in group projects.

   b. Share and take turns using materials.

4. In developing attitudes and appreciations, the student should:

   Appreciate the organization of the community which provides the essential needs of its inhabitants, and feel a sense of pride in their identity as a member of their community.

NOVEMBER

## CAREER EDUCATION IDEAS FOR:

### LANGUAGE ARTS -

Discuss and share with the class the many ways in which the community protects its citizens.

Make a chart listing the helpful things one might do to make their community a safer and healthier place in which to live.

Make a list of community workers with the children on the blackboard. Then have each child alphabetize the list.

Write a list of community helpers on the board. The students may write them in a sentence, divide them into syllables, or draw a picture of them.

Write all the jobs, tools, vehicles, instruments, etc. having to do with those jobs in your town or community that are made up of compound words. Or ...... compile two lists with those words, having one half of each word in one list. Match the two halves.

Make a list of community workers and their equipment. Place workers in one list and ask students to match with their equipment.
EXAMPLE: policeofficer ----handcuffs

### MATH -

Make a sample of one of the utility bills which comes to our homes. Include the amount of the utility used and the cost. Discuss with the children the many people concerned with preparing the bill. Draw a picture of the gas or electric meter showing the way the numbers appear.

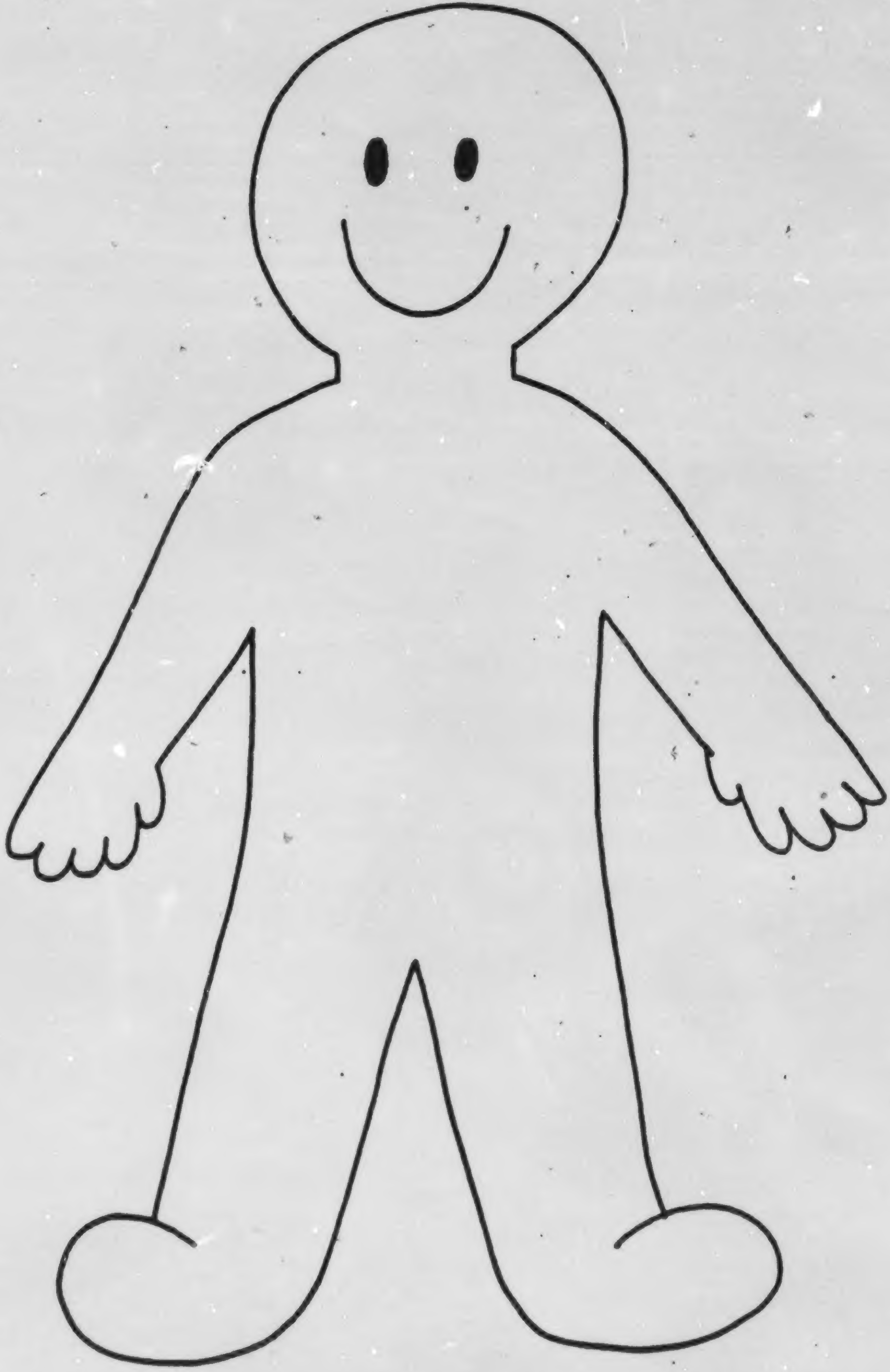
Make up story problems incorporating various community workers to review and reinforce basic facts previously taught.

When the class is learning about money, set up a store and have everyone make paper money. Each day a different child can be the "storekeeper" and one child is in charge of keeping the store "stocked".

NOVEMBER

NAME ____________________________________________

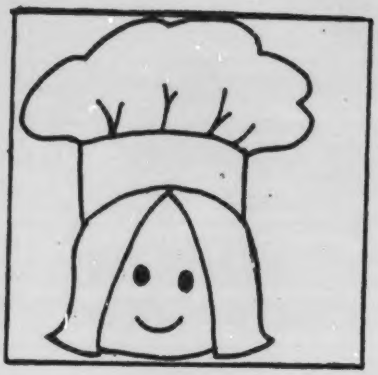
I am a community helper. You decide what I should be. Draw my uniform and color me. Cut me out, paste me to a big sheet of paper and draw where I work.

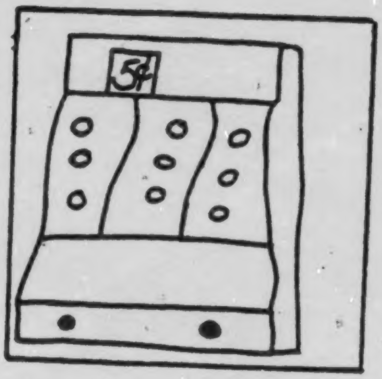


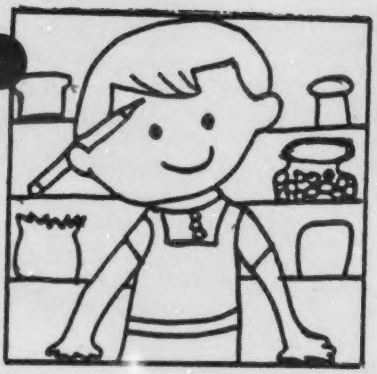
## MATCHING PEOPLE AND THINGS

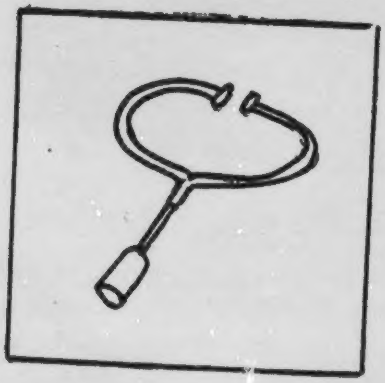
NAME ______________________________________________

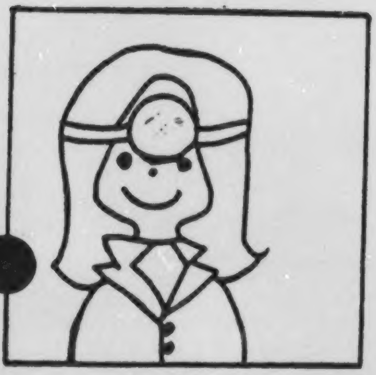
DIRECTIONS: Match the object with the person who uses it. Color all the pictures neatly.

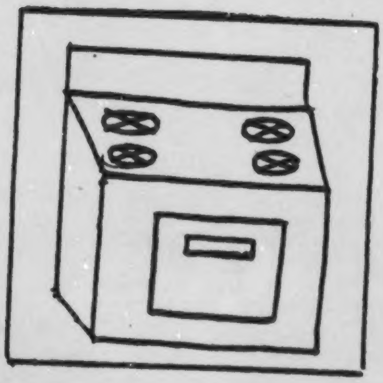












# BAKERS

We love to bake!

Can you UNSCRAMBLE what we make?

kcae ______________________________

okoisce ___________________________

ipe _________________________________

brdae ______________________________

llros ______________________________

ttars ______________________________

dyanc ______________________________

noduts _____________________________

* * *

ese are the TOOLS that we use.  Can you UNSCRAMBLE these words, too?

opsno ______________________________

wlob _______________________________

vnoe _______________________________

xierm ______________________________

pucs _______________________________

orkf _______________________________

knief ______________________________

# Policemen AND Policewomen

you were on a police force, what are some of the things that you would do?

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

IF you were on a police force, what are some of the things that you would need?

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

NAME ______________________________

## COMMUNITY HELPERS

Directions: Unscramble the names of the person in your community and write it neatly on the line below.

(Here is a hint for you. The names begin with a capital letter.)

1. I put out fires. ______________ ______________
   ieFr ghterFi

2. I direct traffic and keep you safe. ______________
   lPocie

3. I pick up your trash. ______________ ______________
   rabagGe lectoorCl

4. I deliver your mail. ______________ ______________
   tasoPl okrreW

5. I drive all day bringing things to your community.
   ______________ ______________
   curkT riervD

6. I help you learn in school. ______________
   ecahTer

7. I take you to school. ______________ ______________
   uBs rDierv

8. I help keep the school in order. ______________
   rniicPpla

9. I sell things to you and your family. ______________ ______________
   tSoer wnOre

10. I help you cross the street on the way to school. ______________
    sisnCrog
    ______________
    auGdr

NOVEMBER

# COMMUNITY HELPERS

Name ______________________________________________

Directions: Find the names of these Community Helpers.

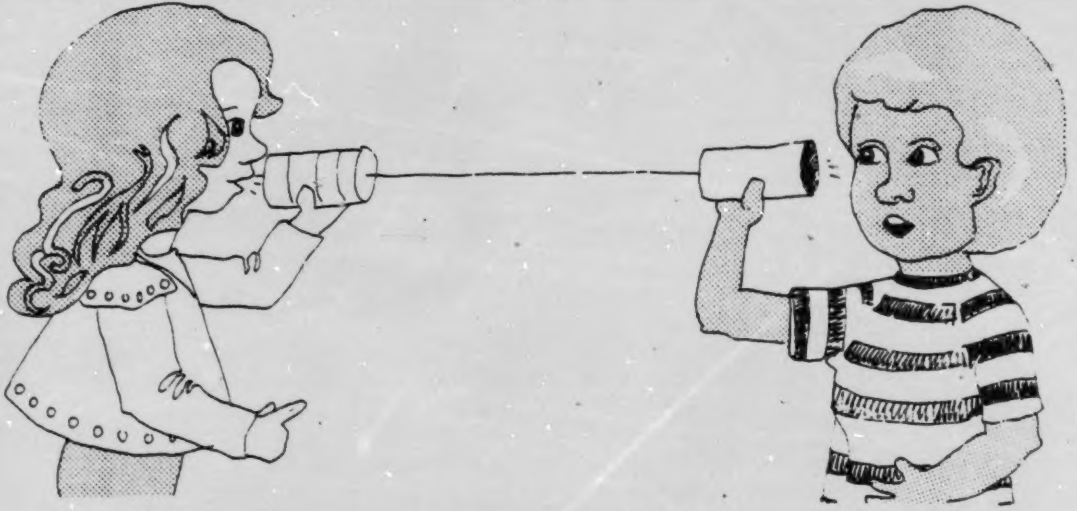
baker
banker
barber
beautician
bus driver
butcher
cashier
clerk
crossing guard
doctor
farmer
fire fighter
manager
mayor
nurse
police officer
postal worker
principal
teacher
truck driver

Hint: The answers are found horizontally, vertically and diagonally.

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | R | T | Y | U | P | R | I | N | C | I | P | A | L | S | D | F | G | H | B | Q |
| S | D | F | A | R | M | E | R | K | J | H | B | A | N | K | E | R | G | H | E | K |
| O | P | I | C | R | O | S | S | I | N | G | G | U | A | R | D | T | D | F | A | D |
| B | D | R | G | H | P | O | L | I | C | E | O | F | F | I | C | E | R | O | U | I |
| U | T | E | D | F | C | F | G | H | J | N | B | C | D | E | W | A | D | F | T | J |
| T | Q | F | Z | B | A | K | E | R | W | L | C | L | D | F | G | C | O | U | I | M |
| C | E | I | D | A | S | G | H | J | K | D | C | E | X | Z | W | H | N | B | C | Z |
| H | D | G | E | W | H | N | M | A | Y | O | R | R | J | K | F | E | D | S | I | G |
| E | W | H | R | T | I | F | A | V | C | C | E | K | Q | N | U | R | S | E | A | B |
| R | E | T | D | F | E | S | N | K | J | T | Z | X | C | V | B | N | M | L | N | W |
| Q | W | E | T | Y | R | D | A | V | P | O | S | T | A | L | W | O | R | K | E | R |
| B | A | R | B | E | R | D | G | H | J | R | Q | W | E | R | T | Y | U | I | O | P |
| S | D | F | G | H | J | K | E | R | T | R | U | C | K | D | R | I | V | E | R | W |
| Q | A | Z | B | U | S | D | R | I | V | E | R | R | F | V | T | G | B | Y | H | N |

## COMMUNICATION

Objective: This month's CAREER EDUCATION objective is to develop an awareness of the variety of careers that are available in the field of communication.



This month's FACTIVITY was developed by . . . .
GENEVA SOLDWISH - Kennedy School, Dist. 170
and
BARBARA MOSLEY - Medgar Evers School, Dist. 169

| career file card box color code | |
|---|---|
| pink cards | teacher-directed ideas |
| yellow cards | student-directed ideas |
| blue cards | resource ideas |

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## DECEMBER

## TOPIC: TELEVISION

OBJECTIVES: (1) To make children aware of the variety of jobs and careers that are available in the television world.
(2) To help children realize that a talent or interest could be directed toward a career in television.

We encourage you to check through your Career File Card Box under the subtopic COMMUNICATION for activities on television. This unit is merely an outline which can be expanded to suit your class needs.

I. Uses of Television
   A. Pleasure and entertainment
   B. Education
   C. Business
   D. Health and Hospital
   E. Security
   F. Science

II. Producing Television Shows
   A. Planning
      1. Writing
      2. Rehearsing
   B. Putting Show on the Air

III. Careers in Television
   A. Producer - Has responsibility for getting the TV show made.
   B. Director - Selects actors, decides camera shots, directs performance.
   C. Writer - Writes scripts.
   D. Art Director - Builds scenery.
   E. Costume Designer - Designs and makes costumes.
   F. Property Manager - (Prop Person) Gets special items for show.
   G. Production Manager - Sees that all necessary equipment is on hand.
   H. Performers - (Talent)
      1. Newscasters
      2. Sports Announcers
      3. Talk Show Hosts
      4. Actors, Actresses
      5. Meteorologist
      6. Guest Celebrities
   I. Musicians, Composers, and Conductors - Responsible for music.
   J. Camera Operator - Actual filming.
   K. Audio Engineer - Sound production.
   L. Lighting Specialist - Set up lighting.
   M. Scientists and Engineers - Design and improve television equipment.
   N. Repairperson and Salesperson
   O. Factory Workers - Build TV sets and equipment

IV. How Television Works

   A. Create signal    B. Transmit signal    C. Receive signal

References: -

David Eugene, Television and How It Works, Prentice-Hall, Inc.
1962 World Book Encyclopedia, T-19, p. 84f - 102, Field Enterprises Educational Corporation, 1975.

## CAREER EDUCATION IDEAS FOR:

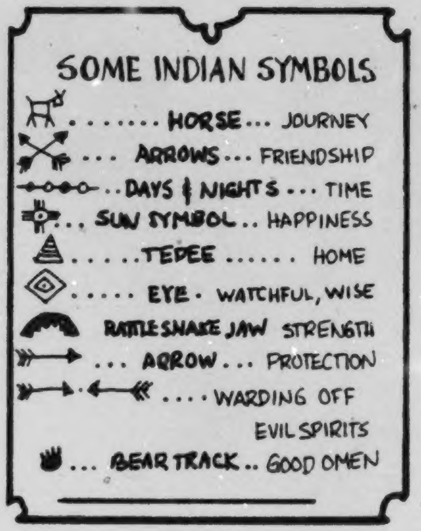
### LANGUAGE ARTS -

Make a telephone book for the classroom when proper use of the telephone book is being studied. Divide such jobs as compilation, editing, printing, etc.

Storyteller - Using Indian signs, write an Indian story.

Bring in newspaper or magazine articles and count the number of paragraphs on a particular page.

Write the names of various communication workers in large letters on 9" x 12" sheets of paper. Have the children decide how many syllables there are in each word and where the word should be divided if it has more than one part. If the word has two or more syllables, select a child to cut it apart into its correct syllables.

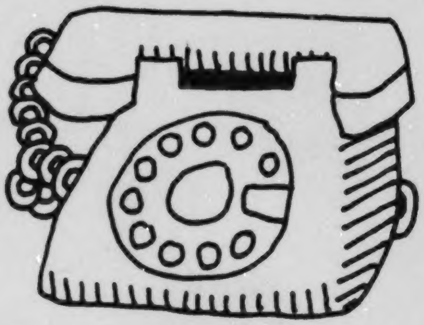

SOME INDIAN SYMBOLS
....... HORSE ... JOURNEY
... ARROWS ... FRIENDSHIP
.. DAYS & NIGHTS ... TIME
.. SUN SYMBOL .. HAPPINESS
..... TEPEE ...... HOME
..... EYE · WATCHFUL, WISE
RATTLESNAKE JAW STRENGTH
... ARROW ... PROTECTION
.... WARDING OFF EVIL SPIRITS
... BEAR TRACK .. GOOD OMEN

### MATH -

When the class is learning to tell time and to add time, have them learn the job of TV program and commercial scheduling. Have them arrange commercial showings of one-minute spans with a TV program of a given length.

Practice cardinal numbers by designing a classroom telephone book.

Using lines on the chalkboard, help the children figure out how many deliveries a postal worker would make to their homes in one week as a total group. Then ring groups of ten, and count how many tens and how many ones to determine the total.



List five ways the telephone serves the people.

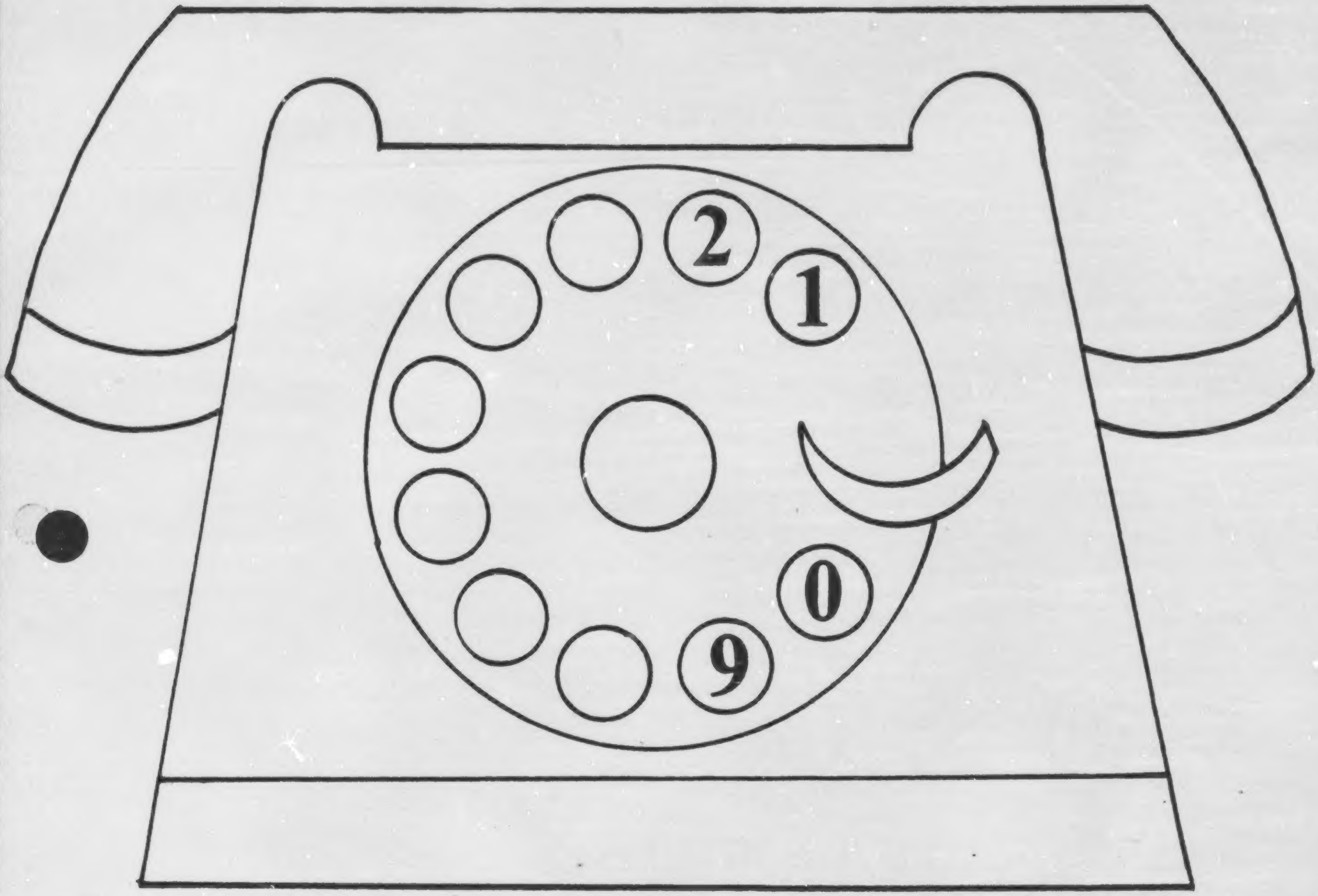
Invite the postal worker in to talk to the class about the number of pieces of mail that they deliver in a day. The class can guess the pounds the mail weighs.

Discuss the rate for the different stamps needed for mailing letters.

I am a Photographer. Draw a picture in each frame.

Name ______________________________

DIRECTIONS: Write the missing numbers on the dial and color the telephone. Write your telephone number and address on the lines below.



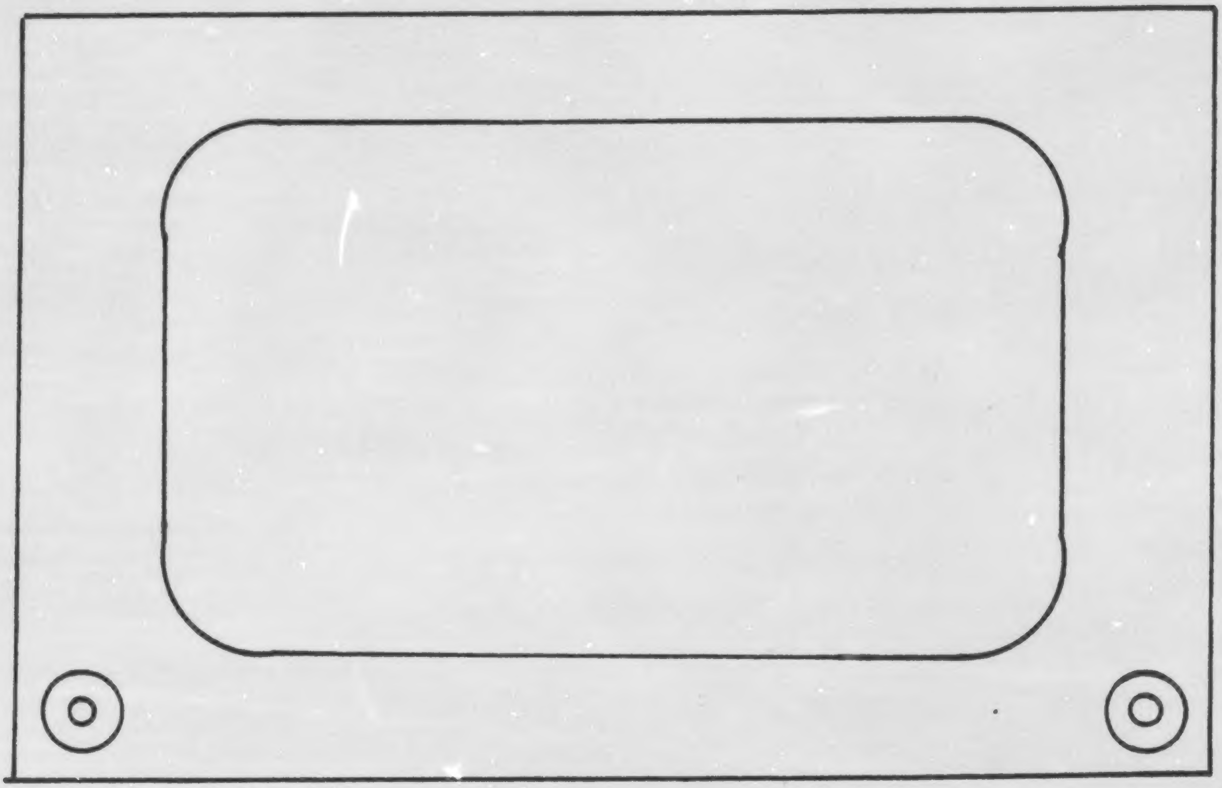
My telephone number is ____-______.

My address is ______________________________

______________________, Illinois

DECEMBER

# MY FAVORITE TV SHOW



My favorite TV show is ______________________________.

It is on ______________________ at ________________.

I like it because ____________________________________

______________________________________________.

| **NAMES OF THE PEOPLE** | **THE JOBS THEY HAVE** |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

DECEMBER

# A Newspaper Reporter

A NEWSPAPER REPORTER has to write about interesting news and get all the facts! They have to be careful about their spelling,too. They always write a title for their news, which is called a headline. Now, YOU write an article or a news story for the paper here. (Don't forget to write a headline.)

# We deliver Mail

Correctly address this envelope.

____________________

____________________

____________________

____________________

____________________

____________________

What is YOUR address? ____________________

____________________

What is the address of your school? ____________________

____________________

____________________

Write the name and address of one of your friends.

____________________

____________________

____________________

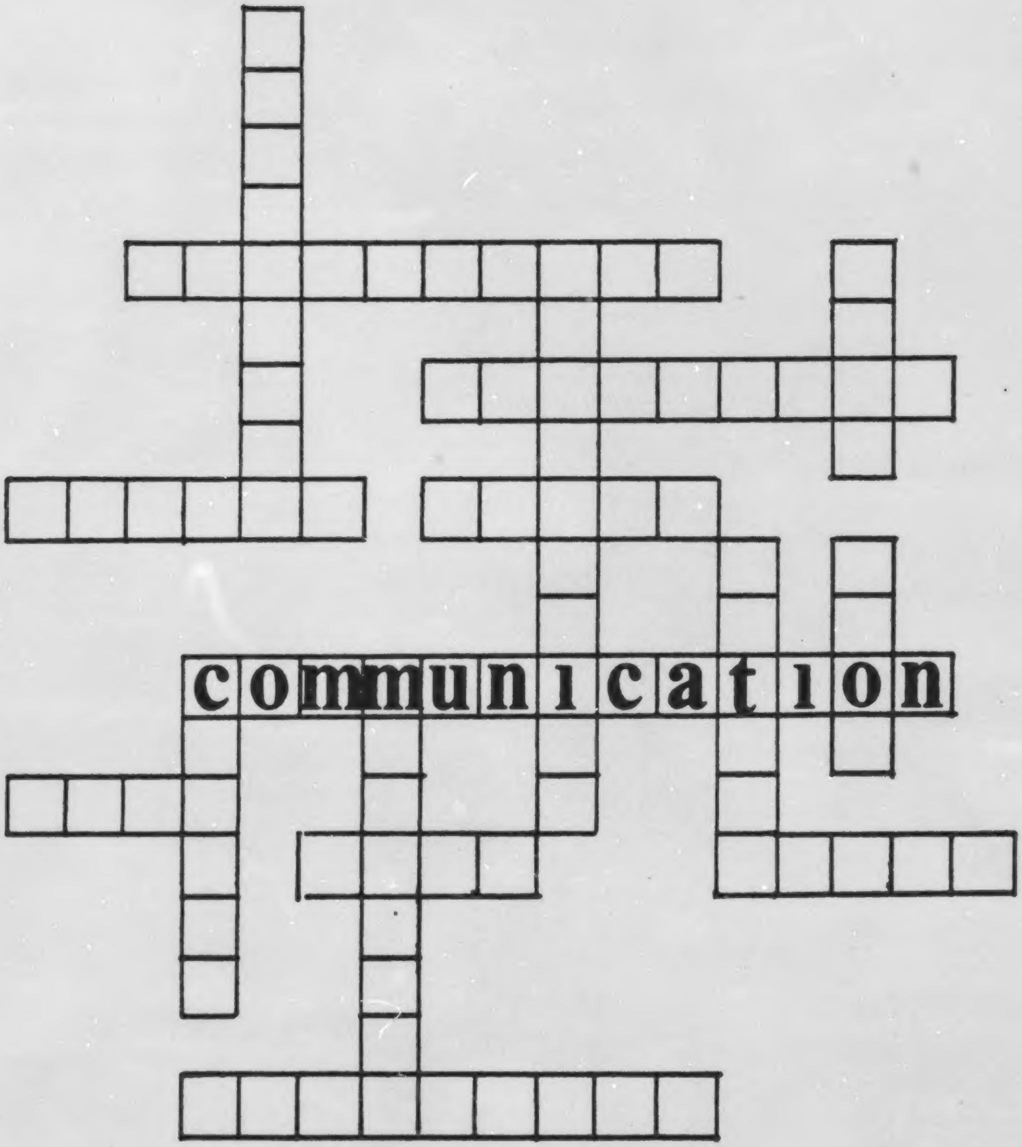
DECEMBER

## WAYS OF COMMUNICATION

NAME ______________________________________________

Directions: Fill in this puzzle, by using the communication words below.

| 4 letters | 5 letters | 6 letters | 8 letters | 9 letters | 10 letters |
|---|---|---|---|---|---|
| mail | radio | camera | magazine | newspaper | television |
| tape | movie | letter | | telephone | typewriter |
| book | | record | | telegraph | |
| film | | | | | |



DECEMBER

NAME ______________________________________________

## CAREERS IN COMMUNICATION

Directions: Here are the names of a few jobs that are in communication. After each job write the code for the area of communication that these people would work in.

MN - Magazines and Newspapers

RT - Radio and TV

PO - Post Office

TC - Telephone Company

Camera Operator __________
Editor __________
Operator __________
Publisher __________
Disc Jockey __________
Announcer __________
Line Operator __________
Photographer __________
Actress/Actor __________
Post Master __________

Installer __________
Postal Worker __________
Newscaster __________
Artist __________
Mail Sorter __________
Film Editor __________
Layout Designer __________
Screen Designer __________
Illustrator __________
Director __________

Select one of the jobs that sounds interesting to you. Write why you would like this job and what you would have to do.

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

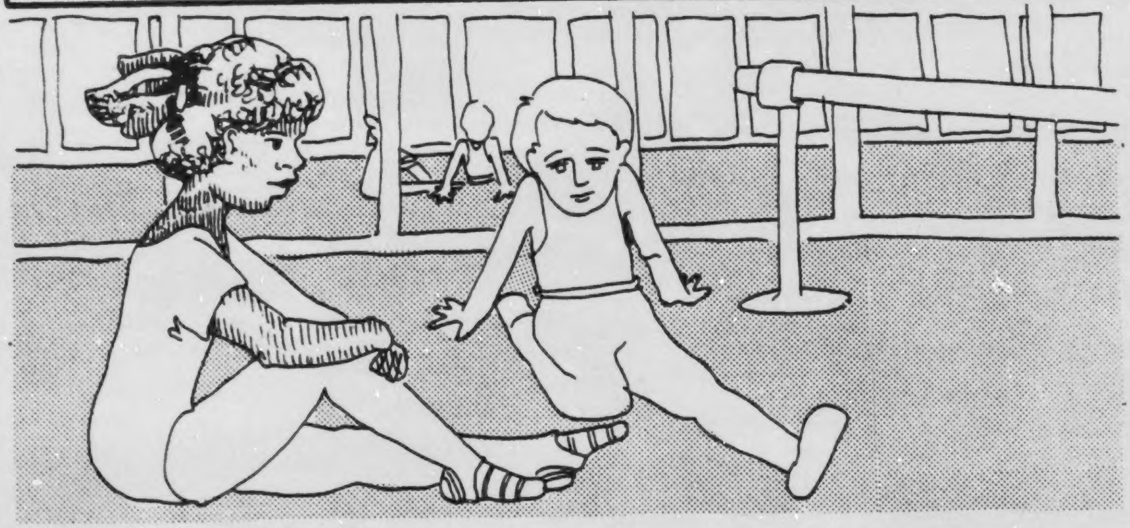
K-3

CAREER FACTIVITIES

JANUARY

## HEALTH

Objective: As the temperature drops and the amount of coughs and runny noses increase in the classroom, take time out this month to stress HEALTH CARE, and the career opportunities available. Techniques for good health can be intertwined with occupations which deal with the care, comfort, and treatment of patients.



This month's FACTIVITY was developed by . . .

DEBBIE SCHULDT - Hickory Bend, Dist. 167

career file card box color code

pink cards........teacher-directed ideas
yellow cards.....student-directed ideas
blue cards .......resource ideas

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JANUARY

## LESSON 1. HINTS FOR HEALTH

1. Discuss with students that being healthy is much more than just not feeling sick.

2. List what children think are important aspects of good health.

3. Summarize children's health hints into five categories . .

   EAT a balanced diet

   REST and relax regularly

   EXERCISE

   Keep your body and teeth CLEAN

   Have regular CHECK-UPS

4. Have students trace their hands and list health hints on each finger.

## LESSON 2. FOODS

1. Introduce the five basic food groups by showing a film or filmstrip on the subject.

2. Discuss a balanced diet and why it is important to eat foods from all food groups.

3. Prepare a food inventory worksheet listing various items from each food group. Each student marks each food as like, dislike, or never tasted. Take a classroom poll and find out the universal "dislikes" and "never tasteds".

4. Prepare for a Taste and Tell day by having each student volunteer to bring to class one food item which was "disliked" or "never tasted" by the majority of the class. Include raw vegetables, various types of fruits, breads, juices, cheeses, etc.

5. On Taste and Tell day have the students help in preparing the foods brought from home. Using paper plates, encourage students to taste even a small portion of each item.

6. Re-take the food inventory and discuss any changes in the student's eating habits.

| VEGETABLES | LIKE | DISLIKE | NEVER TASTED |
|---|---|---|---|
| tomato | | | |
| lima bean | | | |
| zucchini | | | |

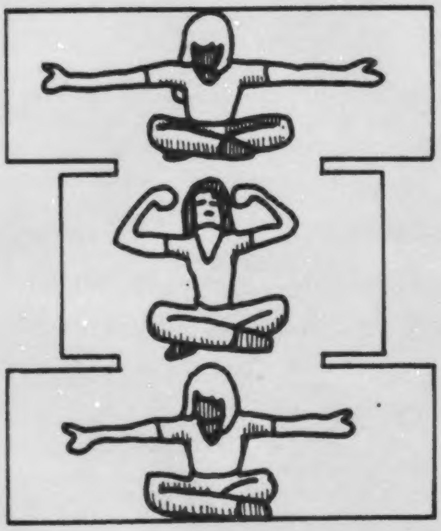
JANUARY

## LESSON 3. LUNCH

1. Have students keep track of what they eat for a week.
2. Invite the cook in the school cafeteria to come in and talk about the kinds of food the school is required to serve to ensure that all students receive a balanced lunch.
3. Pass out a school menu to each student and see if each days lunch is well balanced.
4. Have the students design posters for the cafeteria which will encourage the whole school to eat a nutritious lunch.

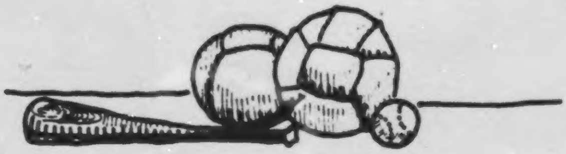
## LESSON 4. DOCTORS AND DENTISTS

1. Ask the students for their ideas of what kinds of jobs a doctor and a dentist perform. Stress the fact that the roles of doctors and dentist can be shared by both sexes.
2. Pantomine various activities a doctor does, using both boys and girls for the doctor role. Do the same for a dentist.
3. Using old phone books have the students list and count the number of male and female doctors.



## LESSON 5. EXERCISE

1. Set up an exercise period - - some ten minute time slot in which everyone participates in order to build up their muscles and help circulate the blood. Discuss the reasons why a human body needs both exercise and rest to remain healthy.

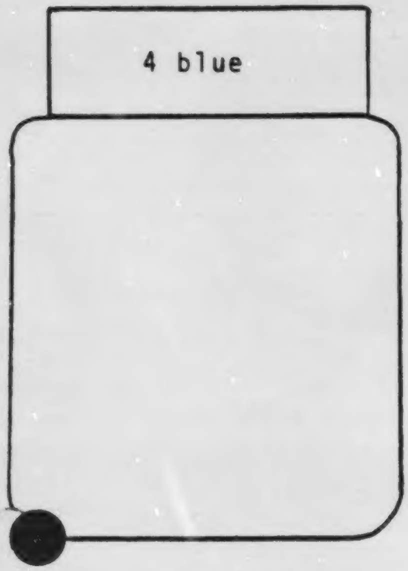


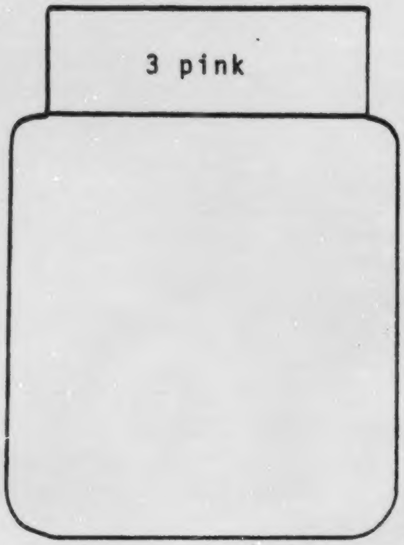
JANUARY

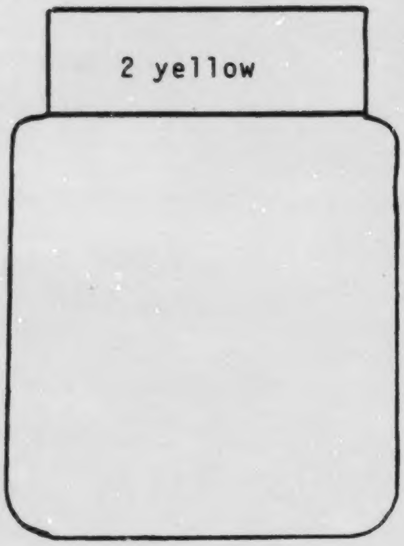
## YOU ARE A PHARMACIST

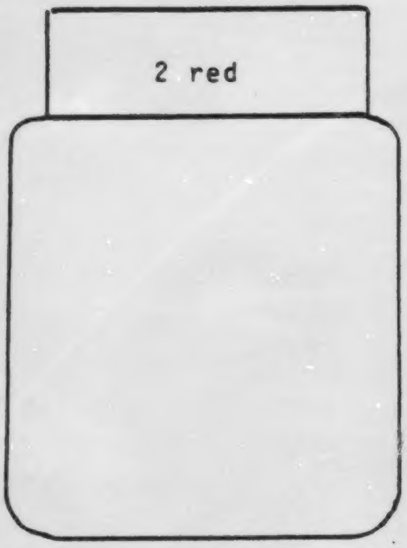
NAME ______________________________

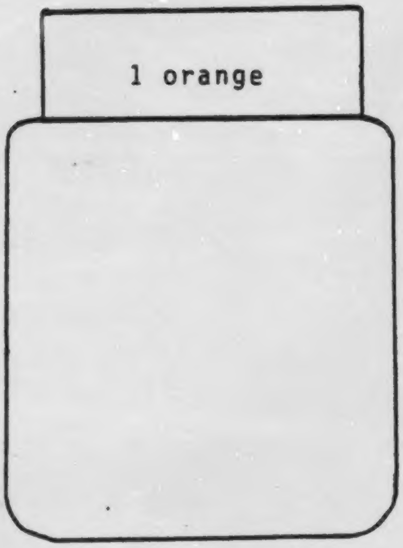
Pills are given to people to help them get well. A doctor decides what will help you and a pharmacist counts out the pills that you will need. Here are some empty bottles for you to fill. Put in each bottle, the correct number and color of the pills. Cut the pills from the bottom of the page and fill each prescription.

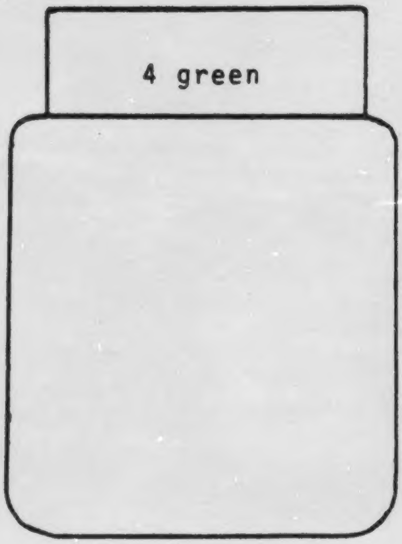


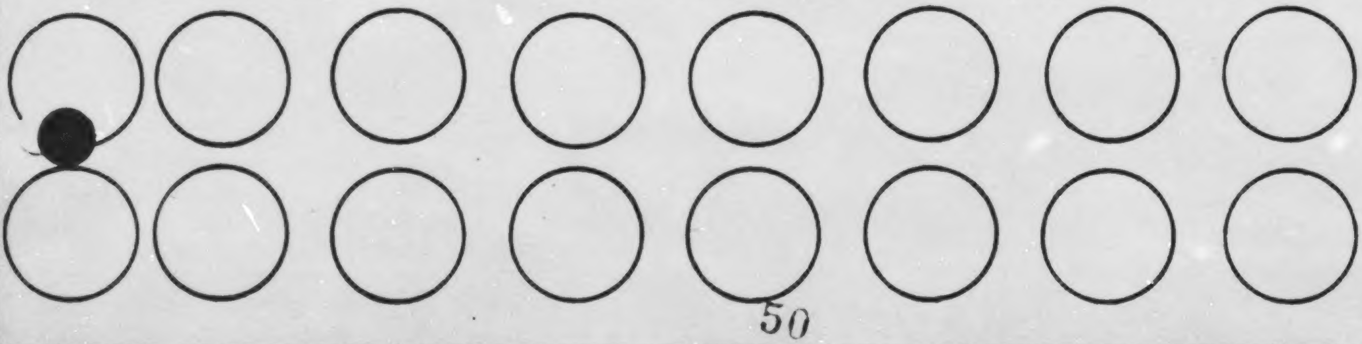








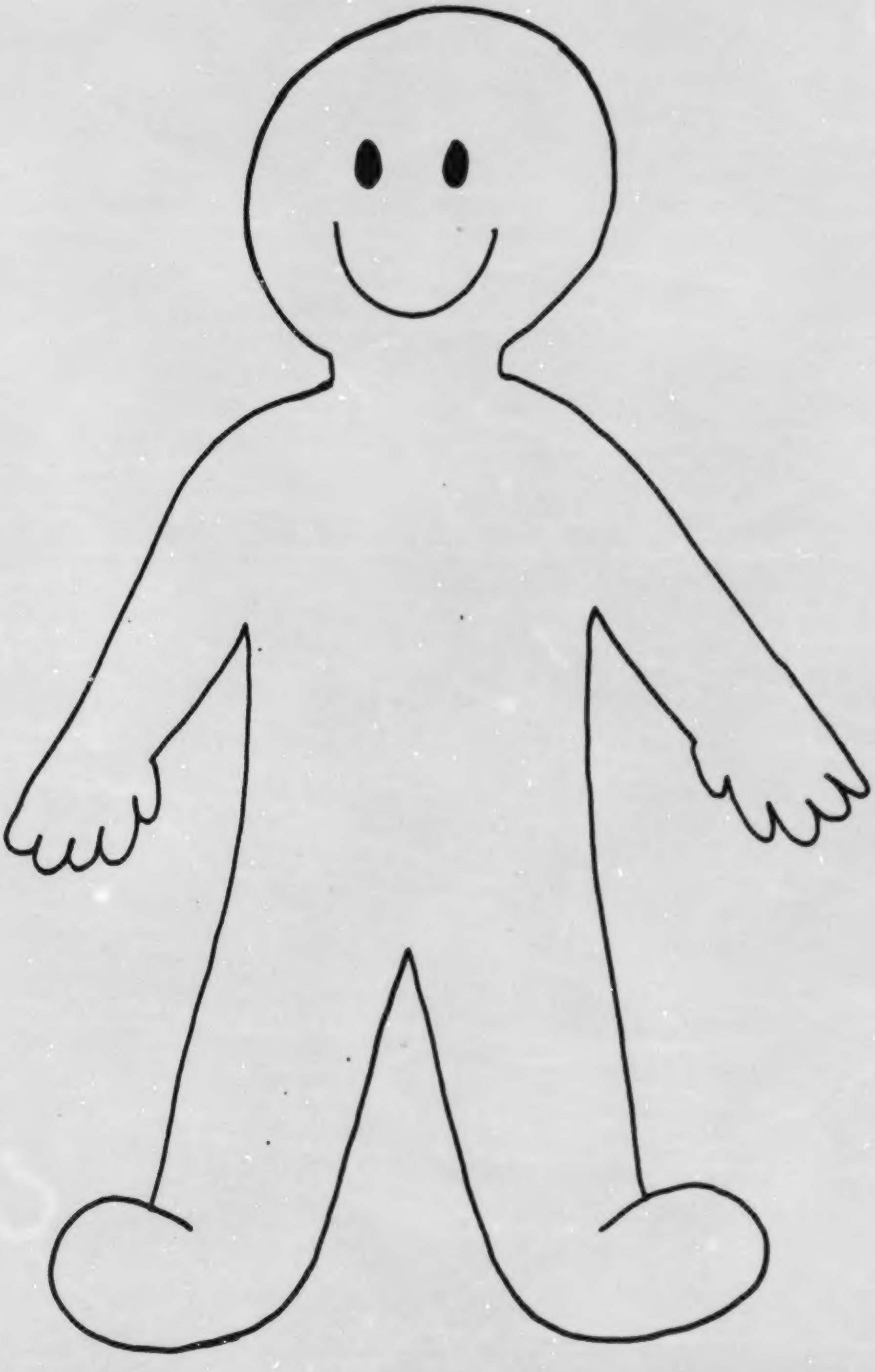




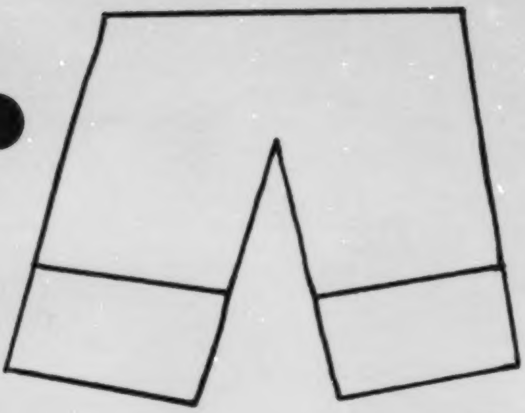
## KEEPING HEALTHY

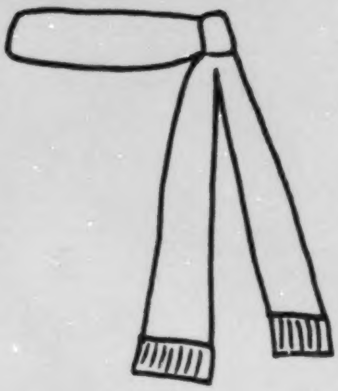
NAME ______________________________

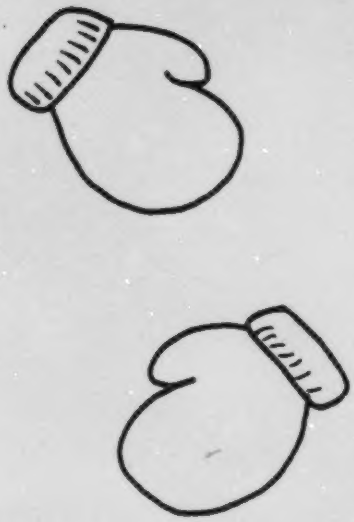
Directions: Carefully color and cut out all of my winter clothes. Dress me so I stay healthy for winter by pasting all of my clothes on me.

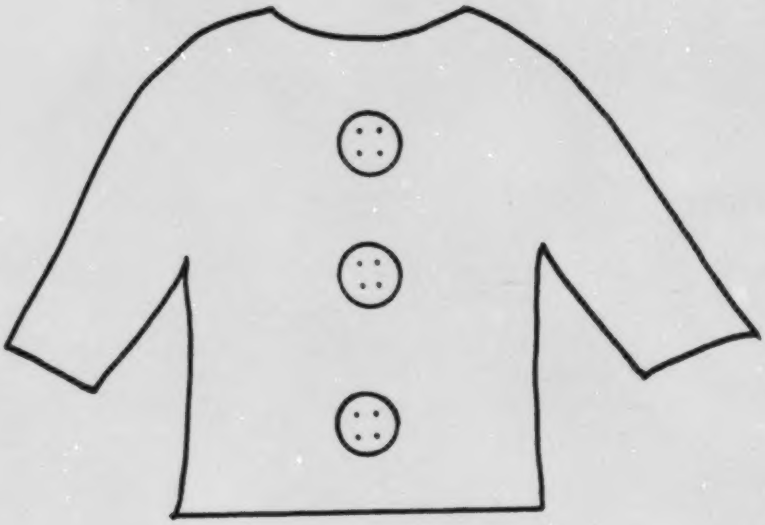


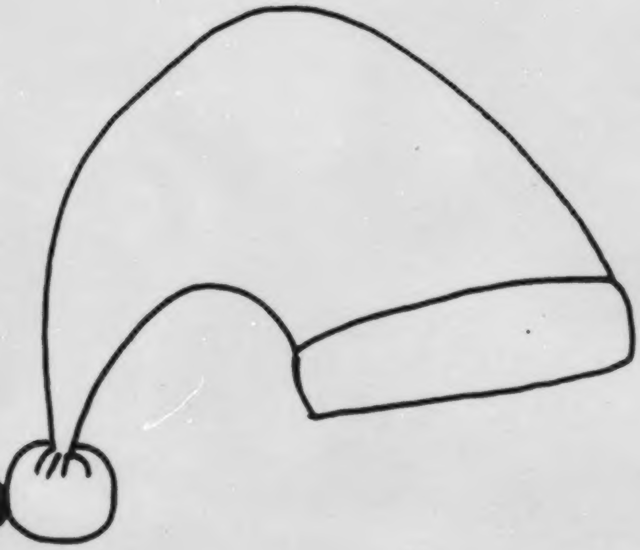
## KEEPING HEALTHY











JANUARY

## FOOD THAT MAKES ME HEALTHY

NAME ______________________________

Directions: Color the items below that make you a healthy person.

HAT

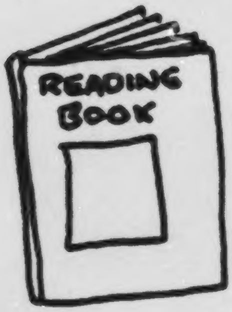
TURKEY

VEGETABLES

APPLES

FLOWERS

FOOD



BOOK

GRAPES

MONEY

## DOCTORS' NAMES

Name ____________________________________________

Names of doctors in your city or town can be found in a telephone book. As you know, the telephone book has names written in alphabetical order. Here are some doctors' names from Smithville, Illinois. Write their names in order in the Smithville Telephone Directory.

Lopez, Maria
Smith, Nancy A.
Cleary, Stephen J.
Hayden, James
Lupinski, Kim
O'Brian, Kevin M.
Wang, Lee Sue
Anderson, Jacob T.
Goldberg, Marcus
Solis, Antonio
Kasper, Sharon
Tanner, Margaret L.

P. 333 - SMITHVILLE DIRECTORY

**DOCTORS**

______________________________ 612 Main St., 231-1212
______________________________ 312 Cottage Ave,231-0898
______________________________ 71 North Wilson,231-0009
______________________________ 1435 Jones, 231-4545
______________________________ 793 Main St, 231-4567
______________________________ 349 North Seth, 231-3332
______________________________ 212 South Wilson, 231-4422
______________________________ 305 Patricin, 231-1234
______________________________ 8083 South Ellis, 231-6666
______________________________ 2211 South Ellis, 231-4747
______________________________ 800 North Oakwood, 231-3030
______________________________ 929 14th St., 231-8572

# BEING IN THE GOOD HEALTH PARADE

Name ______________________________

Directions: Read each sentence part carefully. Find the correct answer of what you should do on the bottom of the page, cut it out and paste it on the line.

1. If I sneeze, I should ______________________________.
2. Before every meal, I should ______________________________.
3. If I cut my finger, I should ______________________________.
4. To grow big and strong, I should ______________________________.
5. If I have a toothache, I should ______________________________.
6. If I am very sick, I should ______________________________.
7. When I am tired, I should ______________________________.
8. To be neat and clean, I should ______________________________.
9. When I play outside in winter, I should ______________________________.
10. To keep my teeth clean, I should ______________________________.

use a hankerchief
go to the doctor
wash my hands
go to bed
go to the dentist

use a bandage
eat three good meals a day
dress warm
brush them every day
wash every day

# FIND THE DOCTOR'S TOOLS

EYE CHART
SCALE
STETHESCOPE
BANDAGE
THERMOMETER
FLASHLIGHT
MICROSCOPE
COTTON
NEEDLE
REFLEX HAMMER
X-RAY

HINT: Answers are found horizontally, vertically, diagonally and backwards.

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B | S | T | E | T | H | E | S | C | O | P | E | G |
| T | C | I | E | C | E | G | A | D | N | A | B | F |
| Q | A | F | M | I | C | R | O | S | C | O | P | E |
| X | L | F | L | A | S | H | L | I | G | H | T | C |
| S | E | H | G | T | S | X | E | B | S | B | A | C |
| A | M | P | V | X | N | K | L | X | E | C | O | T |
| P | I | T | H | E | R | M | O | M | E | T | E | R |
| R | E | Y | E | C | H | A | R | T | T | H | U | B |
| O | W | D | A | E | W | S | Y | O | P | B | R | R |
| C | L | Q | C | A | B | C | N | U | O | O | T | S |
| E | R | E | F | L | E | X | H | A | M | M | E | R |

# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

K - 3

CAREER FACTIVITIES

## AGRICULTURE

Objective: Agriculture workers of all kinds raise crops and animals that supply the world's nourishment. Our objective for this month's CAREER FACTIVITY is to introduce children to the workers in the field of Agriculture and the ways in which they work together to provide food.

FEBRUARY

This month's FACTIVITY was developed by . . .

DENISE DOHMAN - Katz Corner, Dist. 168

career file card box color code

pink cards........teacher-directed ideas
yellow cards.....student-directed ideas
blue cards .......resource ideas

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# FEBRUARY

## FRUIT AND VEGETABLE FARMS

1. Most fruits grow on trees, while vegetables come from plants. List fruits that are grown in orchards, and vegetables that are grown on truck farms.

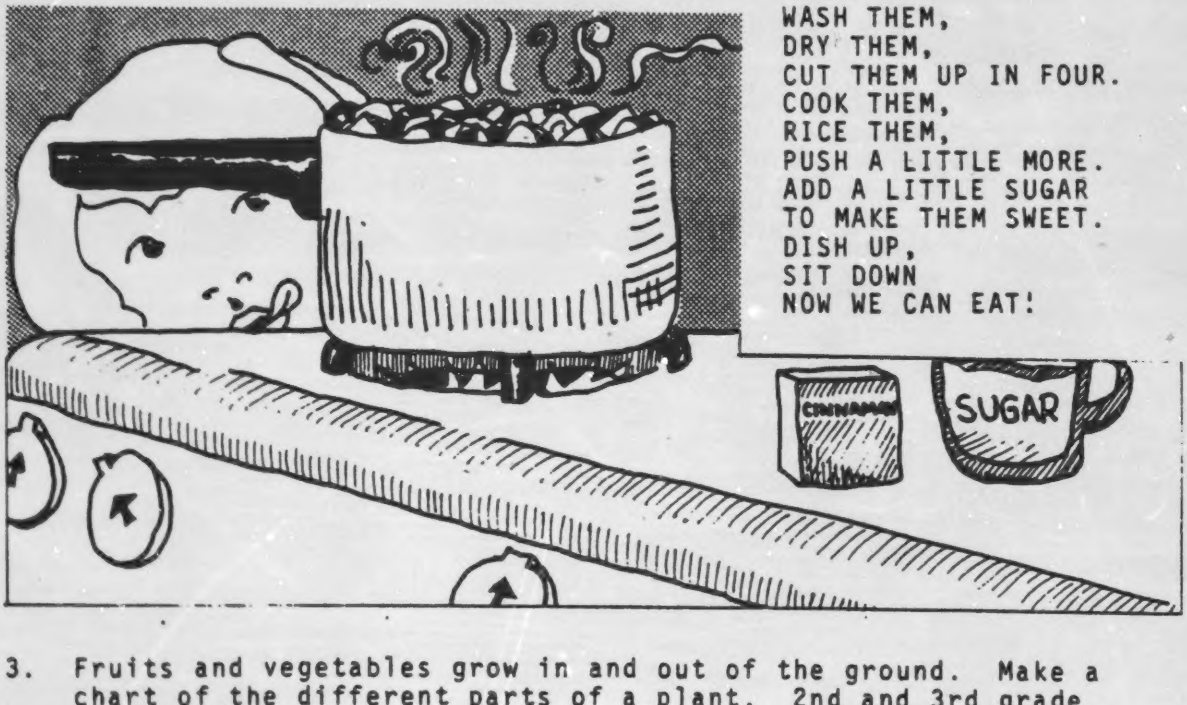
   Discuss the different jobs of the orchard farmer - pruning the trees, spraying, fertilizing, irrigating, picking, sorting, packing, etc. Compare these to the various duties of the truck farmer.

2. Apple sauce can be prepared in the classroom easily.

   INGREDIENTS
   50 apples
   1 cup of water
   1 cup of sugar
   1/4 cup cinnamon

   SERVES
   25 hungry children

   Prepare a classroom chart with these directions:



WASH THEM,
DRY THEM,
CUT THEM UP IN FOUR.
COOK THEM,
RICE THEM,
PUSH A LITTLE MORE.
ADD A LITTLE SUGAR
TO MAKE THEM SWEET.
DISH UP,
SIT DOWN
NOW WE CAN EAT!

3. Fruits and vegetables grow in and out of the ground. Make a chart of the different parts of a plant. 2nd and 3rd grade students enjoy collecting seeds from fruit or they could look up in an encyclopedia about orchards and report their findings to the class.

## FEBRUARY

### DAIRY FARMS

1. Farmers keep two kinds of cows - one for meat or beef, the other for milk. Discuss where milk comes from, the kinds of food cows eat, the buildings on a dairy farm, and the machines that are used.

2. To make butter easily in your classroom, you need: 1 pint of whipping cream and a plastic or glass jar with a secure lid.

3. DIRECTIONS: Pour cream into jar and shake vigorously for 15 minutes. Pour off liquid and salt slightly. Spread on bread or crackers for a classroom snack.

### POULTRY FARMS

1. Farmers keep hens for their meat and for the eggs they lay. Study the story of "egg to chicken" by incubating eggs in the classroom. Fertilized eggs can be purchased from any hatchery and the use of a hand-made or commercial incubator will be needed.

   Make a calendar showing the number of days of incubation and develop math worksheets.

2. Make recipe booklets using the student's parent's favorite recipes. 2nd and 3rd graders could copy them and bring to school to make a classroom recipe file.

3. Save egg shells and make an egg shell collage. Use stiff cardboard for the paper and the students glue the shells onto it.

4. Ask your students to list or draw as many animals as they can. 2nd and 3rd grade students could fold a lined paper in half. On one side list the adult animal name and on the others the offspring.

5. Collect pictures of adult and baby farm animals. Place these sets in an activity center for matching.

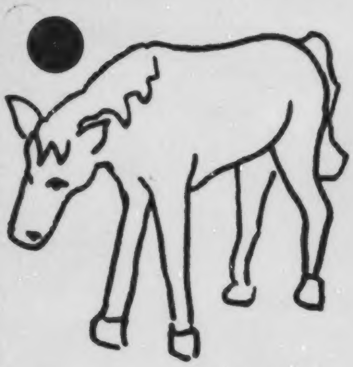
### CLASSROOM GARDENS

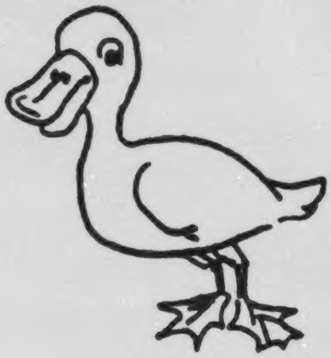
Children don't have to have tractors or plows or acres of land to grow their own "farms". They can bring in any container from home that can hold water - jars, coffee cans, pie tins or paper cups. Seeds can be from fruit, etc. Grass seed grows quickly.

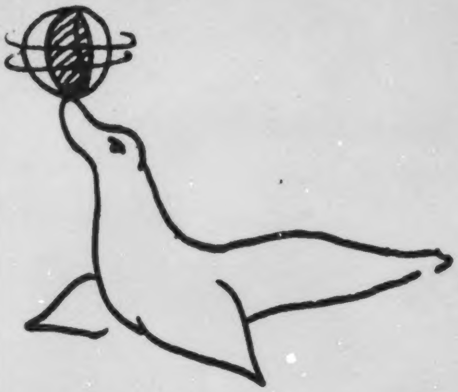
Classroom garden tools can be old spoons and forks.

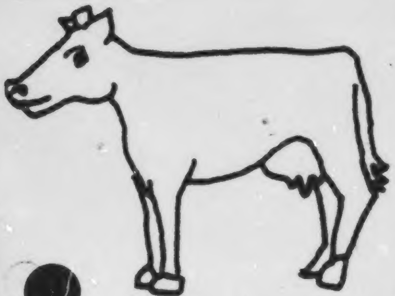
Ask a local florist to speak to your students about the care and growth of living things and about his career as a horticulturalist.

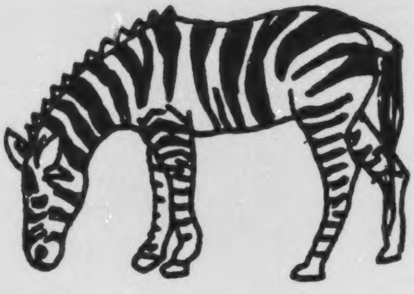
# Color the animals found on a farm.

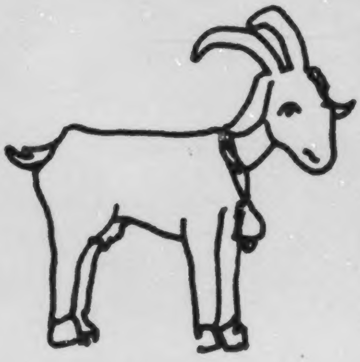


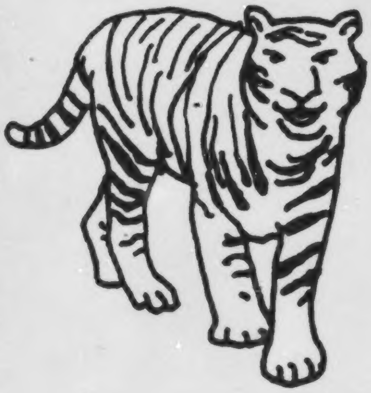


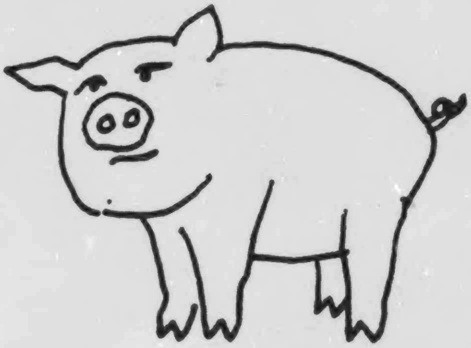


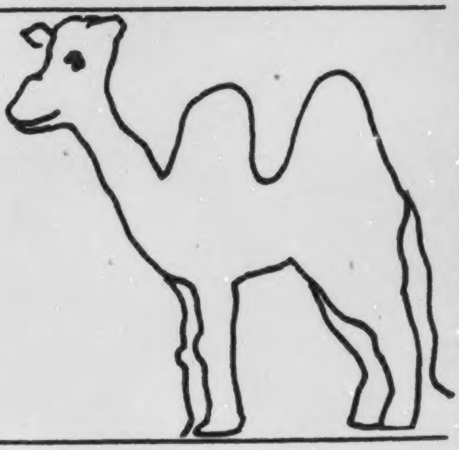


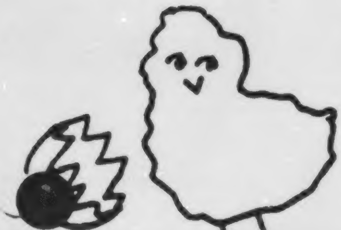


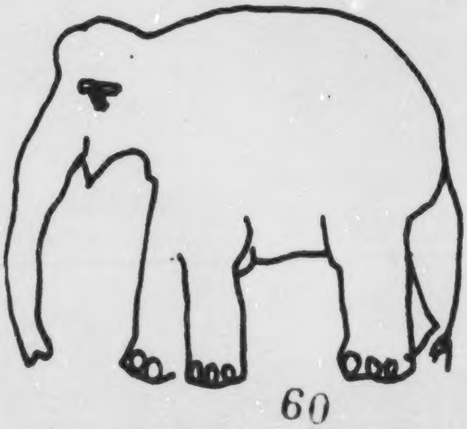


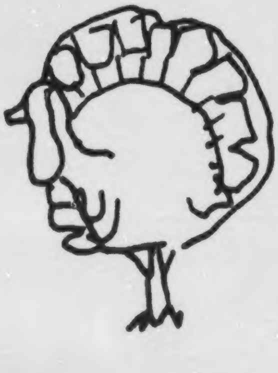












FEBRUARY

## FARM ANIMALS

NAME ________________________________

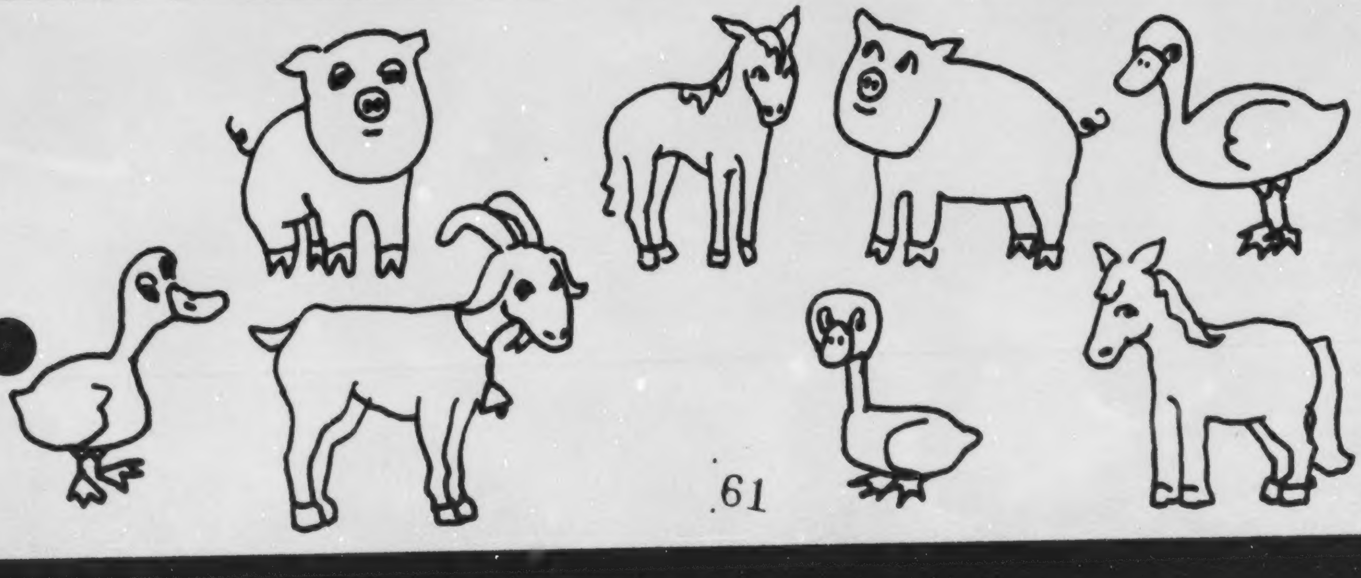
Here is your farm. A good farmer must take care of the animals. Color your animals on the bottom of the page. Cut them out and paste them where they belong.

3 Ducks

1 Goat

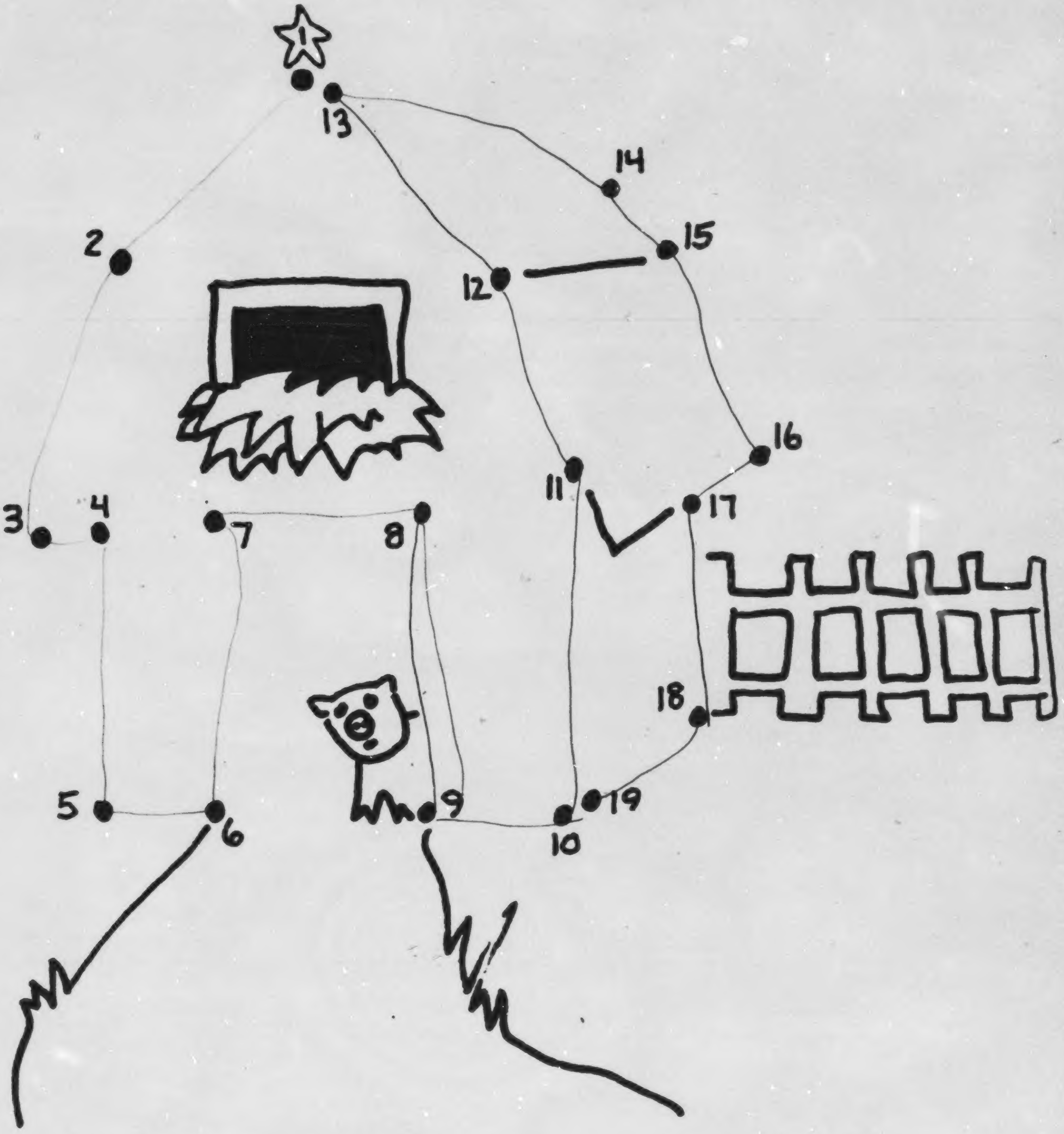
2 Pigs

2 Ponies



FEBRUARY

NAME ______________________________



FEBRUARY

NAME ______________________________

**DIRECTIONS:** Read each word carefully. If you do not know what the word means, look in your dictionary. Write the words under the correct heading.

## WORDS TO USE

apple
banana
bean
beet
carrot
cherries
corn
daisy
hoe
hose
iris
lilac
orange
pea
peach
pear
petunia
potato
rake
rose
spade
sprinkler
tulip
wheelbarrow

---

## VEGETABLES

______________________________
______________________________
______________________________
______________________________
______________________________
______________________________

## FRUIT

______________________________
______________________________
______________________________
______________________________
______________________________
______________________________

## FLOWERS

______________________________
______________________________
______________________________
______________________________
______________________________
______________________________

## GARDEN TOOLS

______________________________
______________________________
______________________________
______________________________
______________________________
______________________________

# YOU ARE A FLORIST

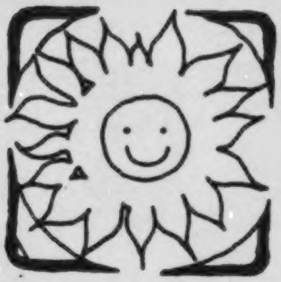
Name ______________________________________________

Directions: Attention all florists. Your flowers have been lost! You must find them in the puzzle below. The answers are found horizontally and vertically.

aster
buttercup
carnation
chrysanthemum
crocus
daffodil
daisy
dandelion
forget-me-not
geranium
gladiolus
lilac
lily
marigold
morning glory
orchid
rose
sunflower
tulip
violet

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Z | X | C | V | B | N | M | D | A | I | S | Y | D | F | G | C | E | R | T | T | Y |
| F | O | R | G | E | T | M | E | N | O | T | E | A | E | W | H | D | F | G | U | M |
| R | H | J | C | A | R | N | A | T | I | O | N | F | H | J | R | D | L | I | L | Y |
| O | P | I | U | S | E | R | T | Y | U | I | O | F | N | B | Y | K | L | P | I | W |
| S | X | D | E | T | G | H | G | L | A | D | I | O | L | U | S | D | D | E | P | H |
| E | M | Q | W | E | F | G | V | D | S | A | Q | D | D | F | A | A | A | A | V | F |
| Q | A | G | O | R | C | H | I | D | Y | H | N | I | D | E | N | J | N | D | E | R |
| O | R | G | I | U | Y | H | O | V | B | N | M | L | O | I | T | H | D | V | B | C |
| Y | I | E | D | F | L | I | L | A | C | D | F | G | H | J | H | R | E | W | Q | R |
| I | G | R | Z | A | Q | W | E | S | D | F | G | H | J | K | E | R | L | F | T | O |
| P | O | A | G | B | U | T | T | E | R | C | U | P | D | E | M | U | I | F | D | C |
| K | L | N | X | S | W | E | D | C | V | F | R | T | G | B | U | Y | O | P | H | U |
| W | D | I | Y | S | U | N | F | L | O | W | E | R | T | Y | M | H | N | I | O | S |
| W | Q | U | A | S | D | F | G | H | J | K | L | P | O | I | U | Y | T | R | E | E |
| L | K | M | O | R | N | I | N | G | G | L | O | R | Y | Q | W | E | R | T | Y | S |

## CAREERS IN AGRICULTURE



NAME ____________________________________________

Directions: Here are some careers of people who work with growing things. Write the name of the career next to the job discriptions.

| | | |
|---|---|---|
| Farmer | Florist | Forest Ranger |
| Gardener | Lumberjack | Citrus Grower |
| Botanist | Farm Hand | Landscaper |

1. ____________________ I protect the animals and trees in woodland areas.

2. ____________________ I use flowers to design bouquets and center pieces.

3. ____________________ I grow your food so you can eat balanced meals.

4. ____________________ I cut down trees and send them to a mill.

5. ____________________ I work in a garden used for growing flowers, vegetables and fruit.

6. ____________________ I help the farmer take care of his land and crops.

7. ____________________ I grow oranges, lemons, limes and grapefruit for you.

8. ____________________ I study the science of plants.

9. ____________________ I help to improve the appearance of the ground around you.

## ANIMAL CARE

Objective: This month's CAREER EDUCATION focus is on ANIMAL CARE. This issue will highlight on institutions of animal care, such as the zoo and game preserves. Please refer to your CAREER FILE CARD BOX for discussion and activity ideas.

This month's FACTIVITY was developed by . . . . .
CINDY PHILLIPS - Strassburg School, Dist. 168
and
BARBARA DENNIS - Eastview School, Dist. 194

| career file card box color code | |
|---|---|
| pink cards........ | teacher-directed ideas |
| yellow cards..... | student-directed ideas |
| blue cards ....... | resource ideas |

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# MARCH

AIM: To acquaint the student with the kinds of jobs connected with a zoo, including hunters, landscapers, habitat builders, veterinarians, feeders, and cleaners.

## THE ZOO

Objective: By means of completing a booklet on one zoo animal of their choice, each student should be able to:

1. Describe an animal verbally, including aspects of both physical and behavioral characteristics.
2. List at least three different habitats found in a zoo and draw one of those habitats.
3. Show on a map where at least five different zoo animals come from.
4. List at least three ways that animals happen to come to or be at the zoo.
5. List at least three needs of one animal in the way of care, and who fulfills those needs.

GENERAL TIME ALLOTTMENT: About two weeks at 30-40 minute periods.

---

GRADE LEVEL: K-3 - Can be easily adjusted, depending on use of reference materials and amount of written captions and reports.

PROCEDURE:

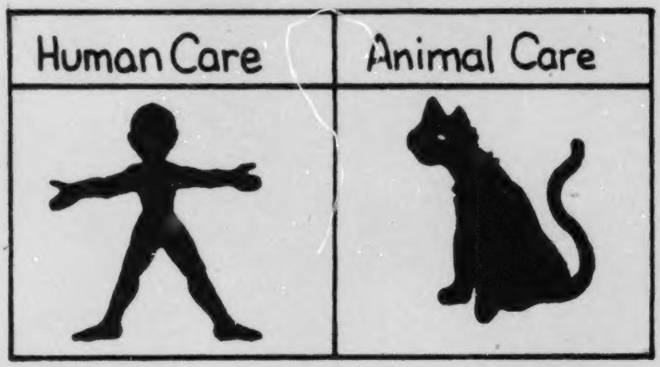
1. Brainstorm and write on the board all the animals found in a zoo. Each student should pick one to make his booklet on.
2. Using one animal as an example, have the students describe it in as many ways as possible. Together categorize the descriptions; i.e., color, weight, behavior, etc. Write the categories on the board as a format for each student's report.
3. Each student may draw or make a model of their animal and write either a caption or report describing it. Use the format compiled in step 2.

4.. Examine a large world map together. Pinpoint the places some of the animals come from. Discuss how the animals get to the zoo, the hunters that catch them, and game preserves.

5. Through films, books, and/or discussion, study why animals and humans need to live in their natural environment. Discuss or show various habitats found in a zoo or museum. Discuss who makes these habitats.

6. Each student may draw or make a model of the habitat their animal should have if they were to live in a zoo.

7. The class can make a big chart together, such as:



List the differences together.

Introduce the "vet" and his assistant.

8. Each student should write a report on the daily and annual care that their animal needs and perhaps draw a picture and name the people who take care of them.

9. Everyone should write in story form and first person of a time when their animal got sick, what happened to it, and who took care of it.

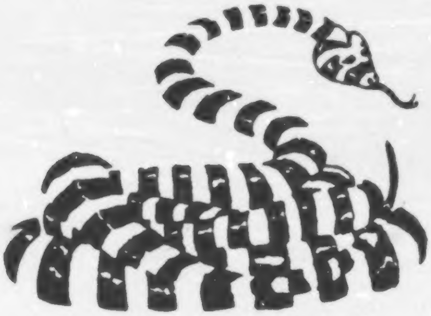
10. End the unit by allowing each student to show their booklet and read the report or story they liked best.

EVALUATION: Examine the booklets to check for completion of objectives 1, 5, 6, and part of 3. Check for fulfillment of objectives 2, 4, and part of 3. A small quiz may be given or a review game may be played.

## CAREER EDUCATION IDEAS FOR:

### LANGUAGE ARTS:

Discuss the basic needs of all animals for food, protection, and self-preservation.



Write a short story entitled "If I Were An Animal".

Take the different breeds of dogs and have students put them in alphabetical order, or break into syllables.

Make up a spelling list of various workers in animal care for the children to be tested on.

### MATH:

Discuss with the children what kinds of animals the veterinarian may take care of. Then have each child count how many pets they have at home that they can remember. Help the class tabulate the total number of pets on the chalkboard, utilizing various ways of adding the numbers.

Take pictures of animals and have students arrange them from big to small, or the other way around.

Dictate an experience interest story using metric symbols.

My pet is a dog.

My pet weighs 50 kilograms.

My pet is 75 cm long.

My pet has 4 legs.

My pet's food costs $25.00.

My pet eats about 2 liters of food.

My pet drinks about 8 liters of water.

### SCIENCE:

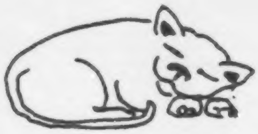
Animals and the sounds they make could be placed on a worksheet. Students would cut out the animals and their sounds and place under the words "soft sounds -- loud sounds".

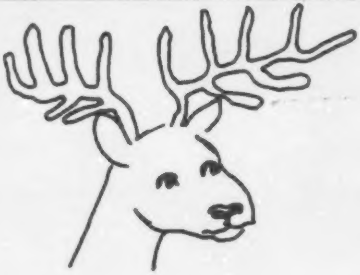
MARCH

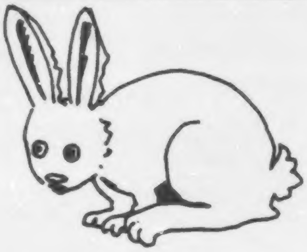
# ANIMAL NAMES

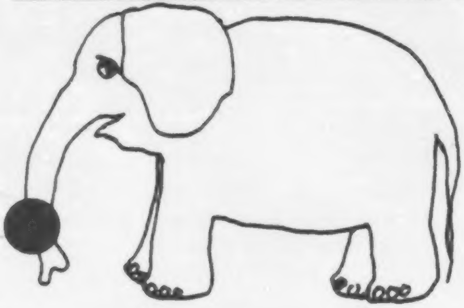
NAME ____________________________________________

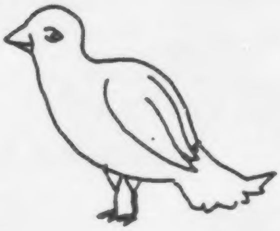
Carefully cut out the words on the bottom of the page. CUT ON THE DOTTED LINES. Paste the name under the right picture. Color the animals neatly.

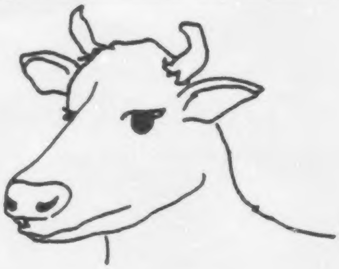


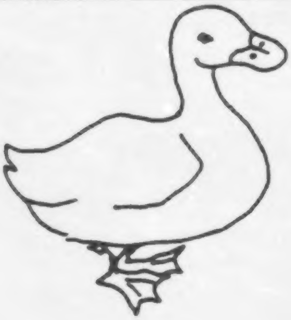


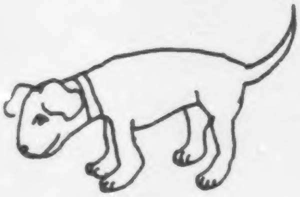


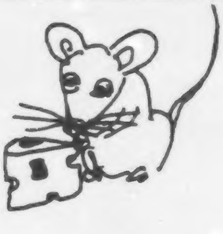










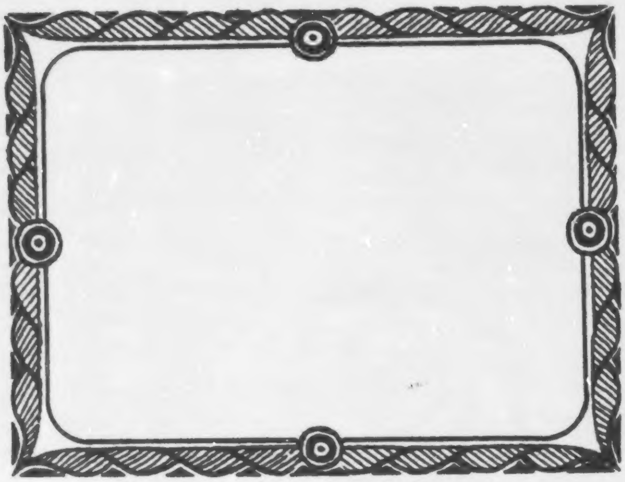


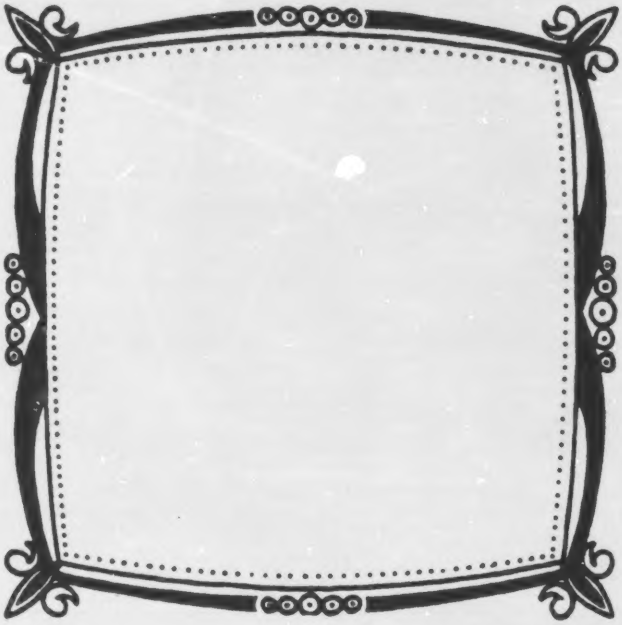
| | | |
|---|---|---|
| elephant | duck | deer |
| bird | mouse | cow |
| cat | rabbit | dog |

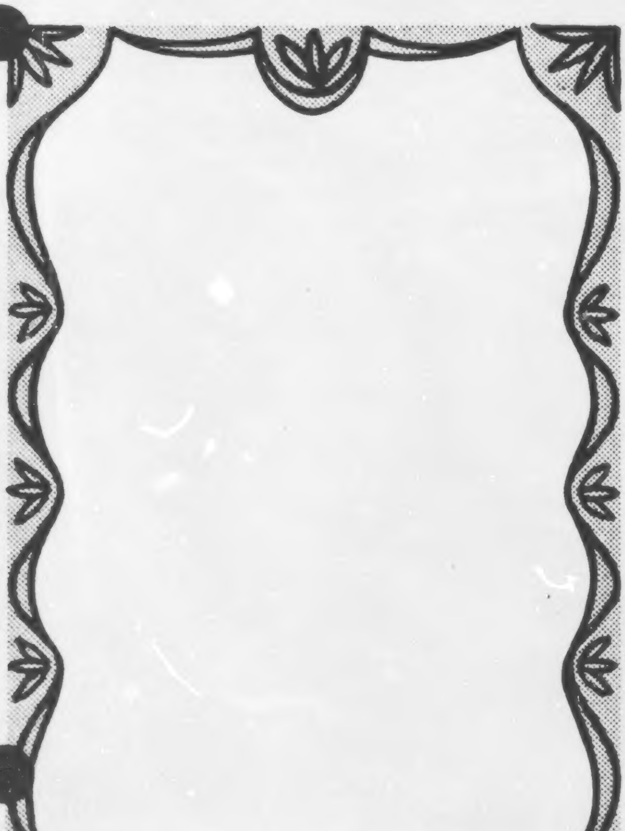
# THIS ZOO BELONGS TO

____________________________________________
(Your Name)

This is your zoo. Draw
4 animals in these cages
that you take care of.







IF YOU WERE A
VETERINARIAN
what would you do?

With a cat with a sore paw? ______________________________

__________________________________________________

With a dog with a stomach ache? __________________________

__________________________________________________

With a bird with a broken wing? __________________________

__________________________________________________

With a gerbil with a fever? ______________________________

__________________________________________________

With a turtle with a toothache? __________________________

__________________________________________________

With a rabbit with an earache? ___________________________

__________________________________________________

With a snake with a backache? ____________________________

__________________________________________________

With a fish with the measles? _____________________________

__________________________________________________

With a mouse with a sore throat? __________________________

__________________________________________________

With a horse with the hiccups? ___________________________

__________________________________________________

MARCH

## FRIENDS IN THE ZOO

Name ______________________________

Unscramble these names of friends that you would see in the zoo. The first letter of each name is underlined for you. Color the Zookeeper.

olin ______________

girte ______________

keynom ______________

pihop ______________

fgrifea ______________

reba ______________

zbrae ______________

ohser ______________

britab ______________

lpheenta ______________

mecal ______________

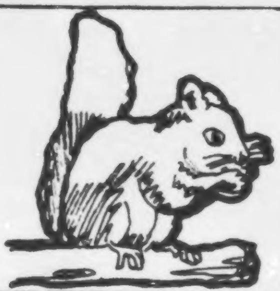
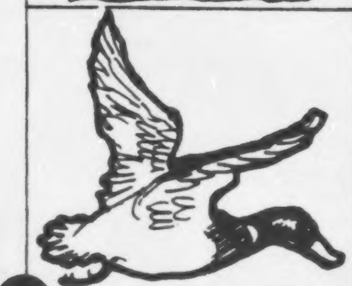
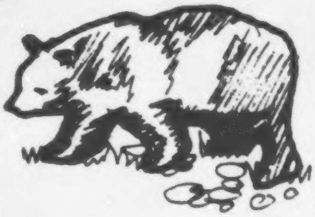
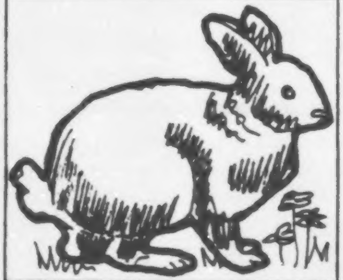
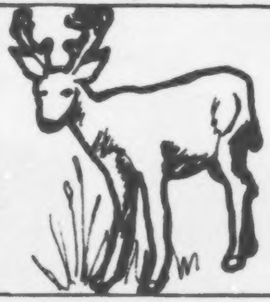
easl ______________

shif ______________

## FRIENDS IN THE FOREST

NAME ________________________________

YOU are a Forest Ranger. Unscramble these names of the animals that you protect. Write a sentence about them and color the pictures.

| PICTURE | NAME | SENTENCE |
|---|---|---|
|  | lerquisr<br>____________ | ________________________________<br>________________________________<br>________________________________ |
|  | ukcd<br>____________ | ________________________________<br>________________________________<br>________________________________ |
|  | ebra<br>____________ | ________________________________<br>________________________________<br>________________________________ |
|  | briabt<br>____________ | ________________________________<br>________________________________<br>________________________________ |
|  | ered<br>____________ | ________________________________<br>________________________________<br>________________________________ |

# ANIMAL CARE WORKERS

NAME ____________________________________________________

Directions: Fill in the blanks with the correct animal care workers from the list below.

Pet Shop Worker

Farmer

Zoo Worker

Rancher

Dog Trainer

Lion Trainer

Canine Patrol Officer

Veterinarian

Animal Groomer

Cattle Driver

1. Whenever an animal is sick or hurt, it should be taken to a ____________________ right away.
2. A ____________________ ____________________ takes care of animals living in cages and other closed-in places.
3. A ____________________ ____________________ teaches dogs to obey their owners.
4. A ____________________ ____________________ ____________________ sells pets and all kinds of things for pet care.
5. A ____________________ ____________________ teaches the king of the forest for the circus.
6. A ____________________ works with animals on the land in the country.
7. A police officer who works with an animal for a partner is a ____________________ ____________________ ____________________.
8. An ____________________ ____________________ keeps your family pet looking well kept.
9. A ____________________ works out West on a large farm.
10. A ____________________ ____________________ moves livestock from one pasture to another.

# CAREER FACTIVITIES

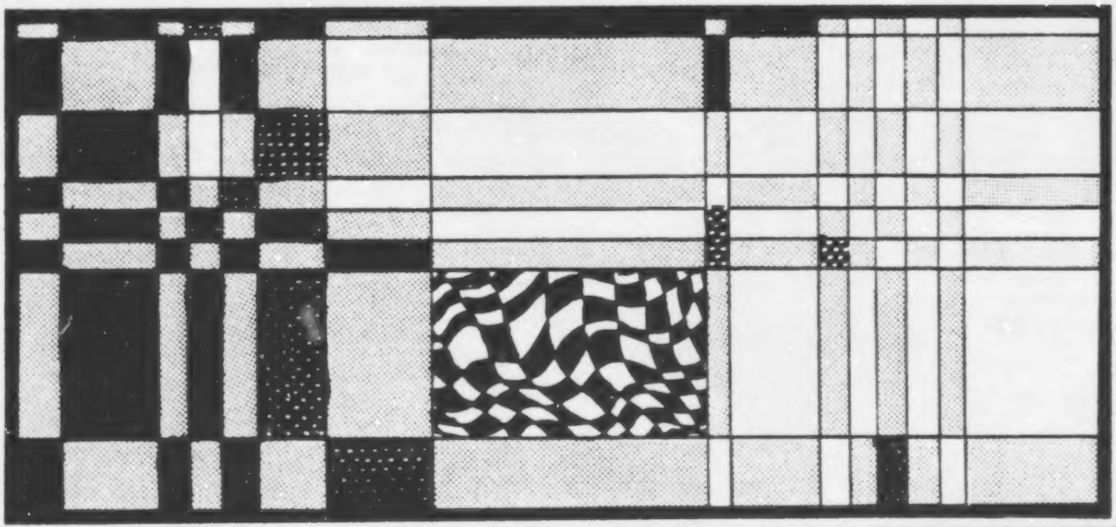
## IDEAS and ACTIVITIES in CAREER EDUCATION

K-3

CAREER FACTIVITIES

## CONSTRUCTION

Objective: With the coming of spring also comes building as well as improvements of various degrees and kinds, so CONSTRUCTION has been chosen as this month's topic. The purpose of this issue is to acquaint students with CONSTRUCTION careers as well as related jobs in an effort to broaden their overall career awareness and knowledge.



APRIL

This month's FACTIVITY was developed by . . . .

BARBARA DENNIS - Eastview School, Dist. 194

career file card box color code

pink cards........teacher-directed ideas
yellow cards.....student-directed ideas
blue cards .......resource ideas

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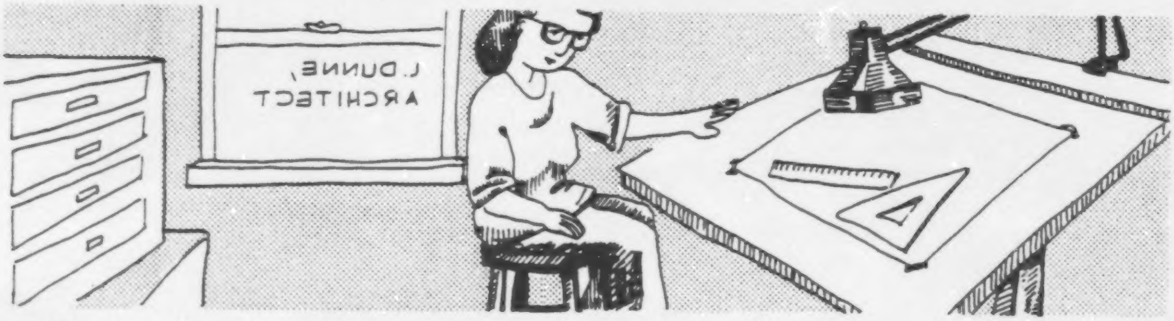
## LESSONS

1. Adapt the teacher-directed file card on CONSTRUCTION WORKERS to find study prints or pictures depicting construction workers building a house or other kind of structure. Discuss what each worker does, and how one is dependent on the other to get the job done.

2. Use the teacher-directed file card dealing with Construction Workers which gives directions on group murals showing local construction projects and the various workers involved. A walking field trip is also suggested if feasible.

3. Continuing in line with the first two lessons, discuss how the types of construction workers found in a community or area and their working conditions depend on the density of population, locale, climate, degree of industrial development, amount of rural and/or residential areas, materials available, etc.

   Assist the children in making charts of different areas of the country as to what kinds of construction workers could possibly work in each. The categories decided upon and the extent of the lists will depend upon your grade level and the background knowledge of your students. Included could be such careers as carpenter, electrician, plumber, construction project worker, heavy machine operator, architect, landscaper, florist, horticulture supplier, nursery owner, etc.



4. Plan a class construction project having your students decide what workers, tools, equipment, materials, etc. are needed. Discuss the responsibilities and duties of each construction worker. Let your students take turns role-playing the various jobs of the workers using tools, toy equipment, and actual building materials as much as possible.

5. Discuss with your students the increasing number of women in construction careers and the possibility that certain women are able to do the same work as men. Also, talk about which jobs in construction may be more appealing to women in general and which may be more suitable to men on the whole. However, emphasize that there are exceptions to these and that no particular career is necessarily restricted to just men or just women, but may very well include both.

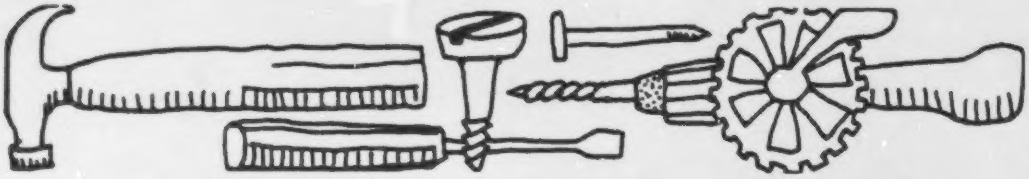
## CAREER EDUCATION IDEAS FOR:

### LANGUAGE ARTS:

1. Help your children write or present orally either a class story or individual stories on an imaginary construction project involving as many construction workers as they can. Encourage your pupils to tell what each worker does and what tools, equipment, and materials they need to do their job.

2. Have your students list orally, on paper, or on the chalkboard as many compound words involved with construction careers as they can think of.

3. List on the chalkboard a number of construction workers, and assist your pupils in determining the vowel sound or sounds found in each word.

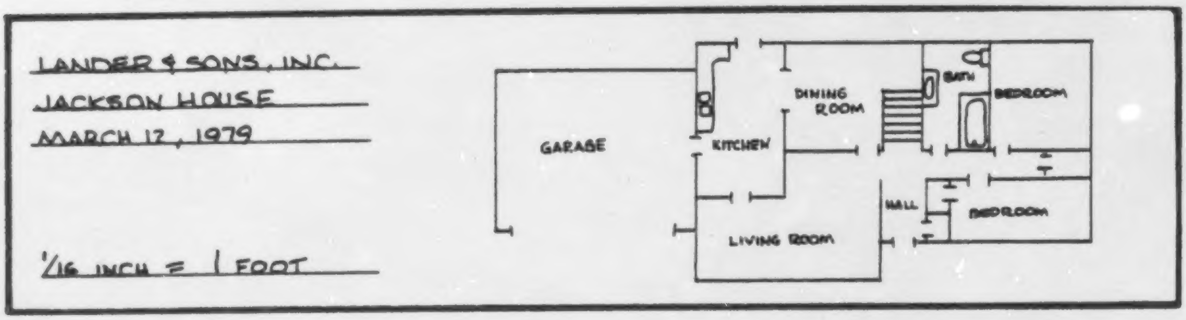


### MATH:

1. Have your children draw simple plans for a building or other construction project using both metric and English system measuring sticks. Help them draw to scale, and label plans.

2. Make up story problems involving various construction workers using addition, subtraction, multiplication, and/or division depending upon your grade level.

3. Discuss with your class as many ways as they can think of that various construction workers utilize math in their careers.



### ART:

1. Make different three-dimensional buildings out of construction paper, encouraging them to also depict the various workers involved.

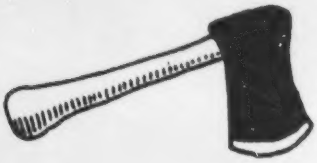
2. Work in groups and model a miniature construction project using clay to make workers, buildings, etc. You may want the class to work with corrugated cardboard or plywood if available.

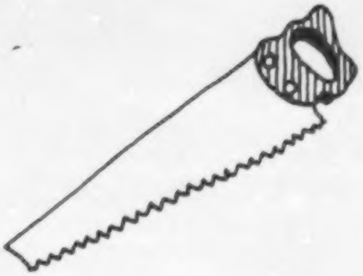
APRIL

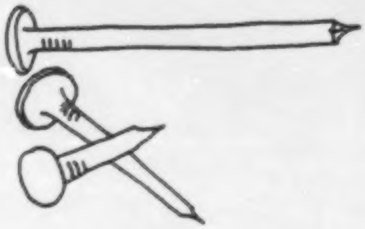
# CARPENTER'S TOOLS

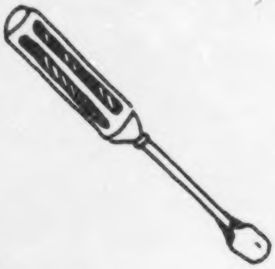
Name ______________________________________________

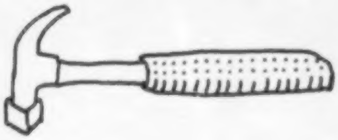
DIRECTIONS: Carefully cut out the words on the bottom of the page and paste the correct word under the picture.

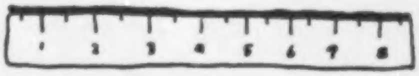


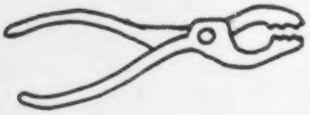


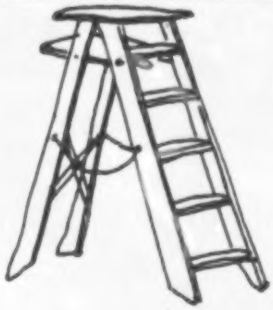


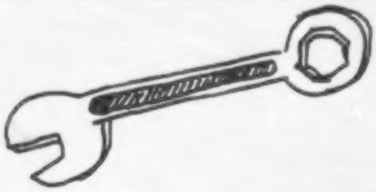












| | | |
|---|---|---|
| saw | ladder | ax |
| screw driver | hammer | pliers |
| ruler | nails | wrench |

This
is your house.

Cut out pictures of
furniture from a magazine
or neatly draw pictures. Paste
your furniture in the correct room.

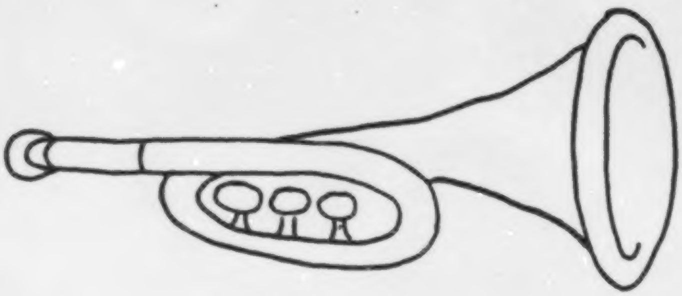
THIS HOUSE BELONGS TO__________________________

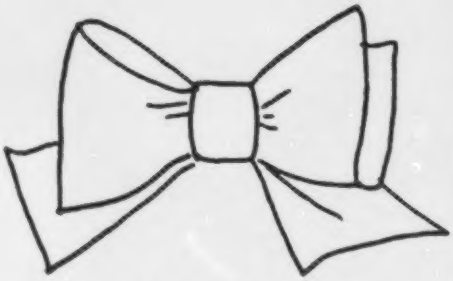
| | |
|---|---|
| BEDROOM | BEDROOM |
| LIVING ROOM | KITCHEN |

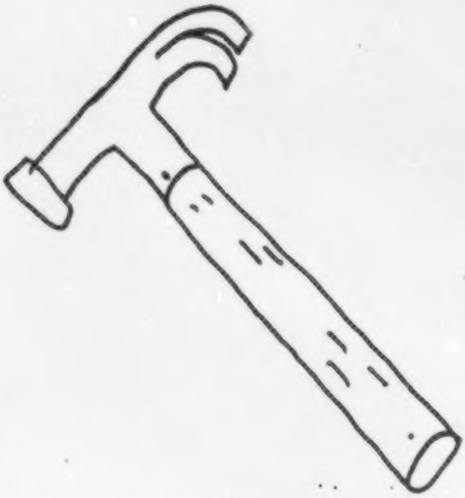
## TOOLS

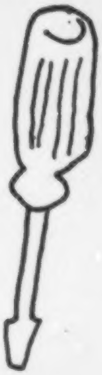
Name ______________________________________________

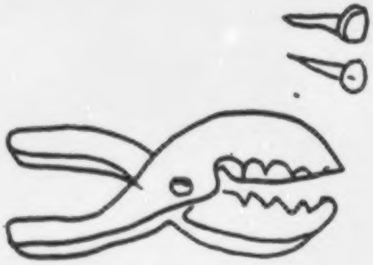
Directions: Color the pictures of the tools. Put an X on the pictures that are not tools.

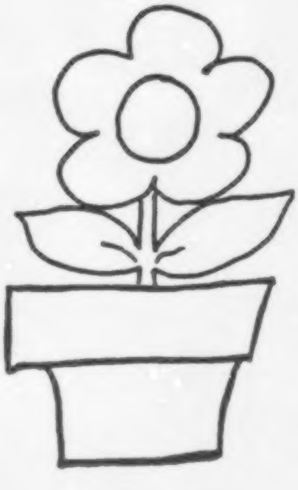


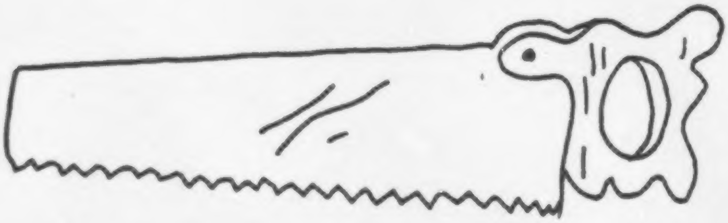












APRIL

## HI! I AM A CONSTRUCTION WORKER

Here is a fun worksheet for you to do. See if you can carefully answer these questions about my job. Color my picture.

1.Can you name 5 tools that I use?

____________________ ____________________

____________________ ____________________

____________________

Can you name 3 things that I build?

____________________

____________________

____________________

3. Do I work hard? _______

4. Do I wear a special uniform? _______

5. Why do I wear a Hard Hat to work?

____________________________________

____________________________________

____________________________________

6. Would YOU like to be a Construction Worker? _________

Tell me why: ______________________

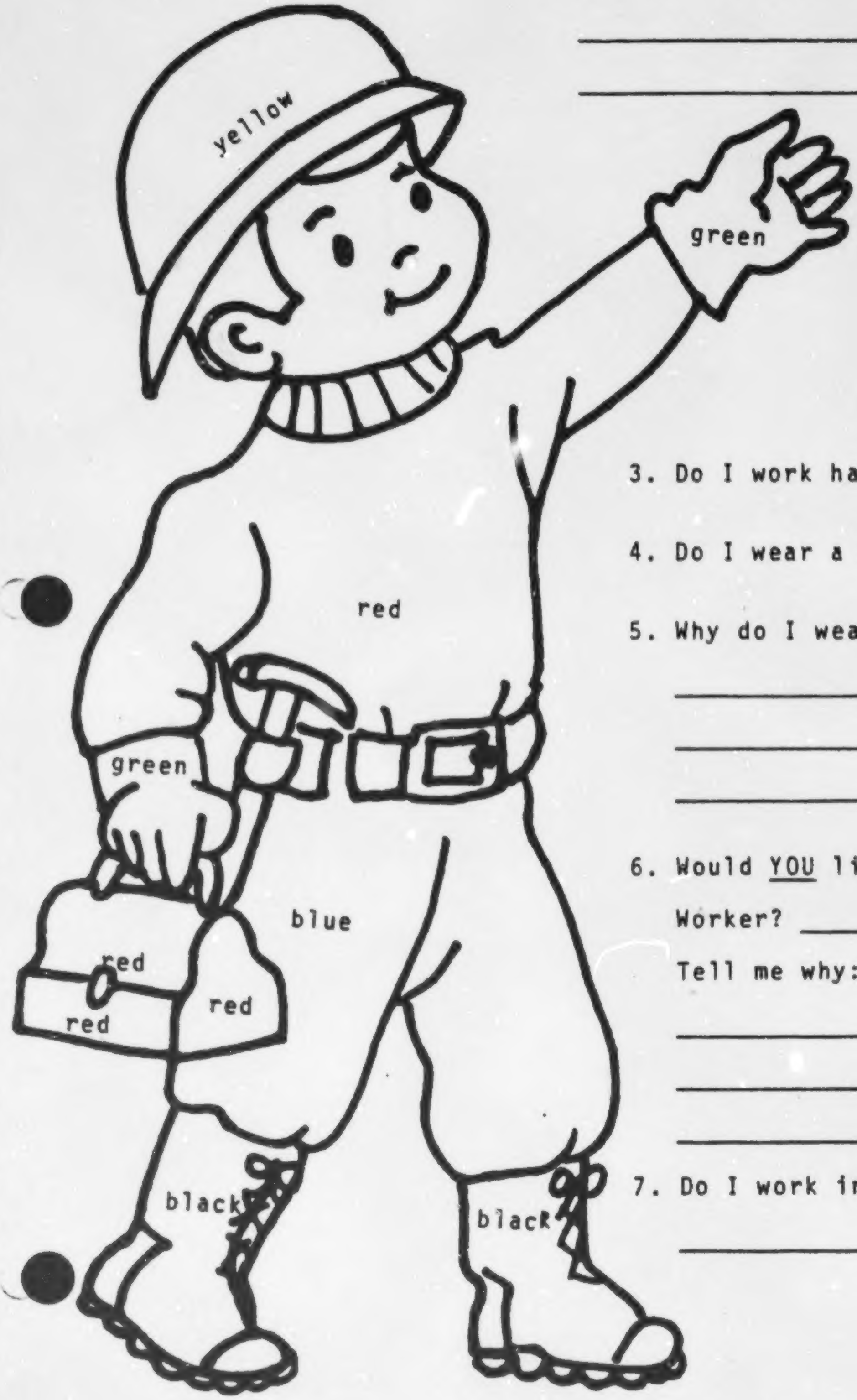
____________________________________

____________________________________

____________________________________

7. Do I work inside or outside?

____________________________________



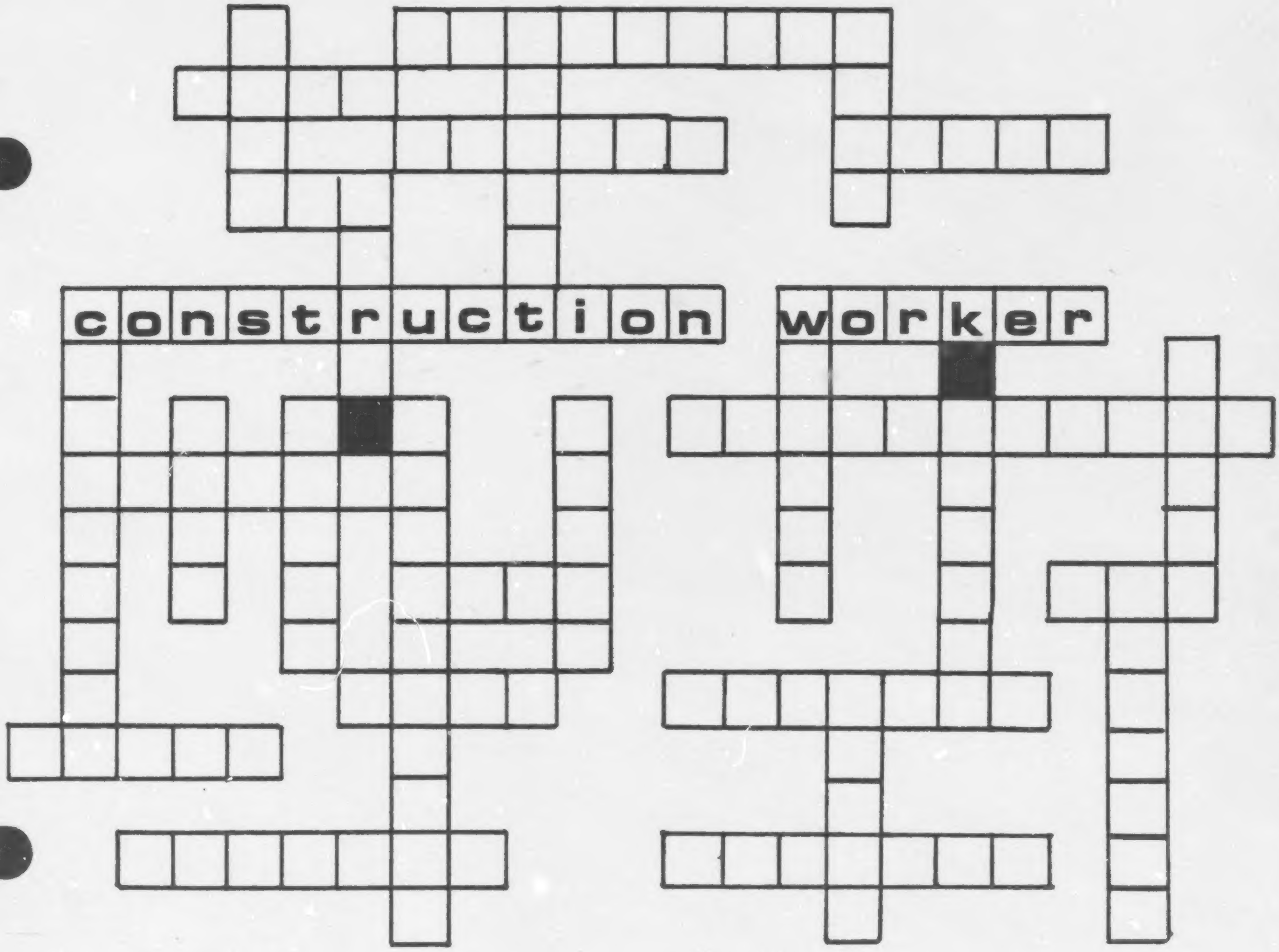
APRIL

# CONSTRUCTION WORDS

Name ______________________________________________

Directions: Write these words in the Construction puzzle below.
Do not repeat a word.

| 3 | 4 | 5 | 6 | 7 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|---|
| saw | pipe | skill | cement | plumber | carpenter | iron worker | electrician |
| nut | wire | paint | roofer | painter | architect | | |
| | nail | steel | hammer | welders | | | |
| | wood | brush | cement | tool box | | | |
| | boss | level | wrench | uniform | | | |
| | bolt | drill | | | | | |
| | tile | | | | | | |

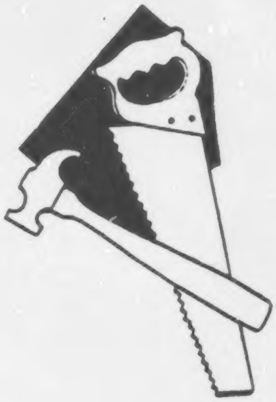


# CONSTRUCTION WORKERS AND TOOLS

Name ______________________________________________

Directions: Find the names of these construction workers and their tools.

- brick layer
- carpenter
- drill
- electrician
- hammer
- iron worker
- nails
- painter
- pliers
- plumber
- roofer
- ruler
- saw
- screw driver
- welder
- wrench



HINT: Answers are found horizontally and vertically.

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P | L | U | M | B | E | R | W | E | R | T | Y | U | I | O | P | B | S | D | F | G | H |
| S | C | V | B | N | L | S | X | C | D | Z | A | Q | W | S | W | R | E | N | C | H | K |
| C | V | B | N | W | E | L | D | E | R | N | M | J | K | L | B | I | C | V | B | N | M |
| R | H | D | S | A | C | D | F | G | I | O | I | P | F | G | H | C | F | G | R | E | R |
| E | A | C | X | Z | T | K | J | F | L | D | N | A | I | L | S | K | W | E | R | T | Y |
| W | M | D | S | A | R | E | W | K | L | I | O | I | J | K | L | L | G | H | T | Y | U |
| D | M | E | P | L | I | E | R | S | V | C | X | N | D | E | S | A | W | W | Q | R | G |
| R | E | X | Z | C | C | A | S | D | F | G | E | T | K | J | H | Y | E | D | C | U | A |
| I | R | O | K | M | I | K | J | H | G | F | G | E | D | F | G | E | W | Q | A | L | H |
| V | Q | W | E | C | A | R | P | E | N | T | E | R | D | F | G | R | O | O | F | E | R |
| E | B | V | C | X | N | A | S | D | F | G | H | J | K | L | O | P | I | U | Y | R | E |
| R | W | S | X | E | D | C | R | I | R | O | N | W | O | R | K | E | R | J | H | U | P |

# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

K - 3

CAREER FACTIVITIES

### TRANSPORTATION

Objective: Transportation is getting from one place to another. It is used to move people, goods, and equipment. Because children have all seen and used transportation, this topic is one they can easily identify with and will enjoy discussing. The following are suggestions for incorporating transportation into your curriculum.

This month's FACTIVITY was developed by . . .

GAIL SPILA - Sandridge School, Dist. 172

MAY

| career file card box color code | pink cards.........teacher-directed ideas<br>yellow cards.....student-directed ideas<br>blue cards .......resource ideas |
|---|---|

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## MAY

### LESSON 1: INVENTION OF THE WHEEL

1. Discuss with the children the kinds of transporation that does not require the wheel. Pictures can serve as an aid. EXAMPLES: sled, animals, etc.

2. Discuss with the children the kinds of transportation that need the wheel.

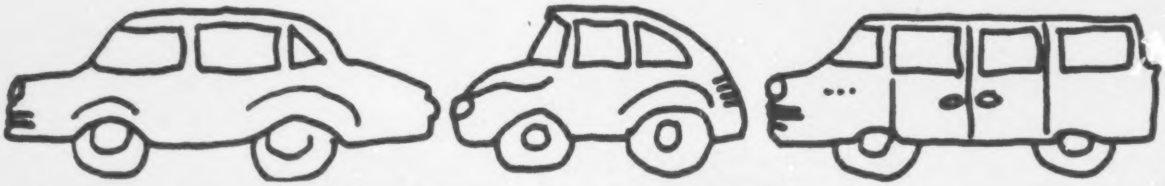
| | |
|---|---|
| a. one wheel - unicycle<br>(circus performer) | wheelbarrow<br>(construction worker) |
| b. two wheels - bicycle<br>(newspaper deliverer) | motorcycle<br>(police) |
| c. three wheels - tricycle<br>(children) | airplanes<br>(pilot) |
| d. four wheels - trucks<br>(truck driver) | taxi cabs<br>(taxi driver) |

3. Ask the students to draw a new kind of transportation that uses one wheel or more. They should write a story about their invention, name it, and also give a name to the person who will operate the invention.

4. Bulletin Board Ideas.

    a. Big Wheels - to display classroom helpers, small wheels could be cut, one for each student with their name placed on the wheel. The wheels could then be placed next to the job assignment.

    b. Getting To School - to show how each of your students get to school, their name could be placed on a silhouette that represents how they get to school. A school house could serve as the background.



### LESSON 2: TRANSPORTATION FOR THE LAND, WATER, AND AIR

1. Ask children to cut pictures from magazines and place on charts labeled land, water, and air.

2. Obtain time schedules for a bus, train, airplane, and ship. Explain how to read the schedules. As an arithmetic activity, use play clocks to practice arrival and departure times.

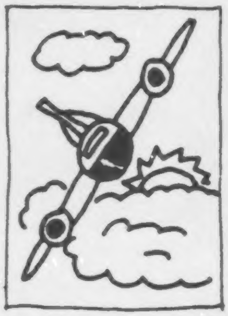
## LESSON 2: - CONTINUED

3. Place the names of various transportation workers into a paper bag and have the children select a name to act out. Children should then try to guess the kind of transportation the worker would be associated with.

4. Obtain a copy of a passport and explain their use. Have the children prepare their own passport using construction paper, scissors, ink pad for finger prints, and crayons to draw their portrait.

5. Ask the children to keep a log of the different kinds of trucks they see in a one week period.

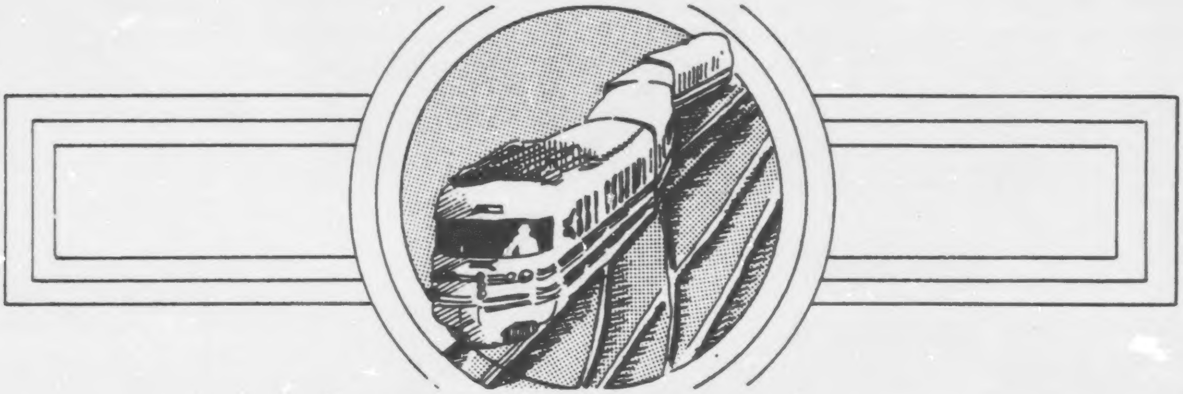
## LESSON 3: CAREER OPPORTUNITIES IN TRANSPORTATION



1. Introduce the career names that are associated with transportation. Have the children choose one and write why they would like to have the job, or a story about their day in that job.

2. Place career names into a list of 10 and have the students alphabetize them.

3. Discuss the safety steps that the different career workers must follow and the type of uniform that is worn.



## LESSON 4: TRANSPORTATION FOR GEOGRAPHICAL CONDITIONS AND WEATHER

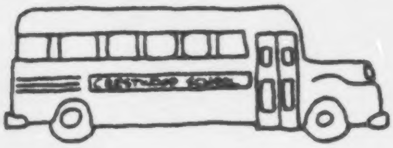
1. Discuss the kinds of transportation that are used in different areas of the world. Films and pictures are helpful teaching aides.

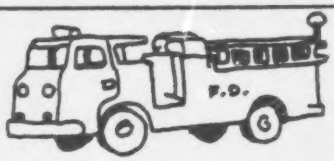
2. Provide a work sheet of riddles for the children to complete. An example of a work sheet for this purpose can be found within this FACTIVITY.

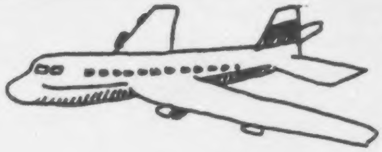
## WHAT IS MY TRANSPORTATION ?

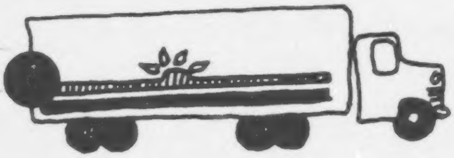
Name ____________________________________________

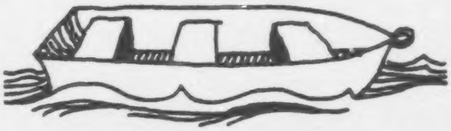
Directions: Here are pictures of transportation. Carefully cut out the workers on the bottom of the page. Paste the workers name in the box with the transportation they use.

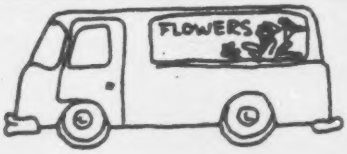


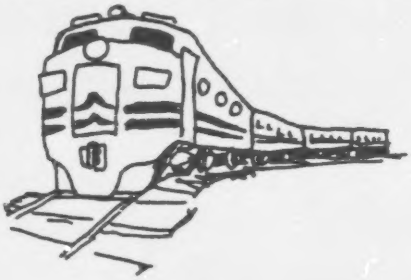


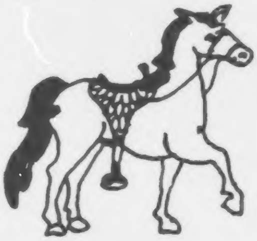


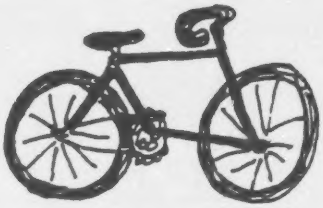












| | | |
|---|---|---|
| Delivery Person | Bus Driver | Fisherman |
| Rancher | Fire Fighter | Pilot |
| Truck Driver | Children | Engineer |

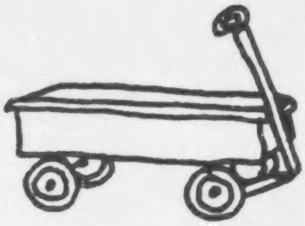
MAY

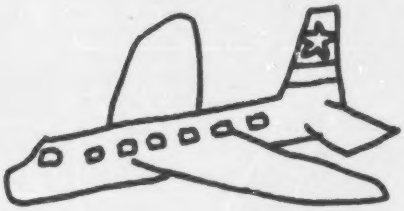
# WAYS WE MOVE

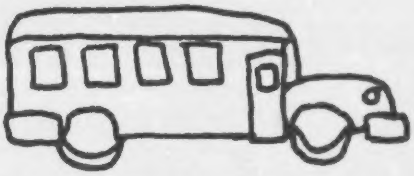
NAME ______________________________

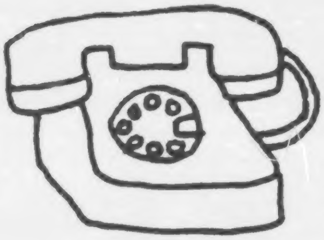
irections: Circle the pictures that show ways of transportation.

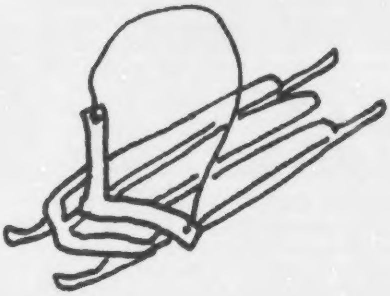
Color your ways of transportation also.

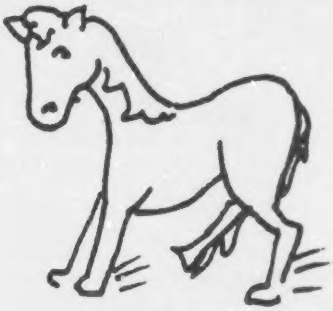


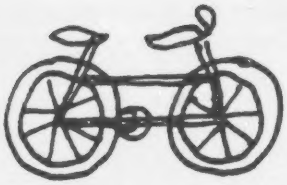


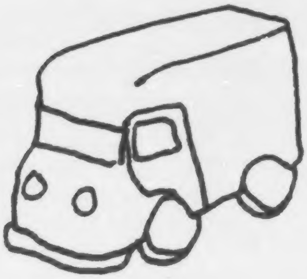


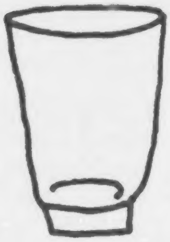


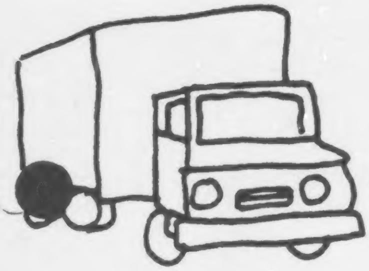


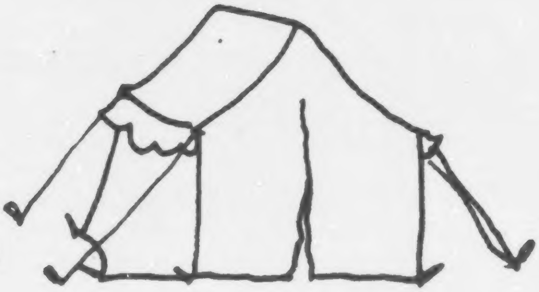


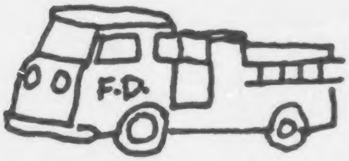




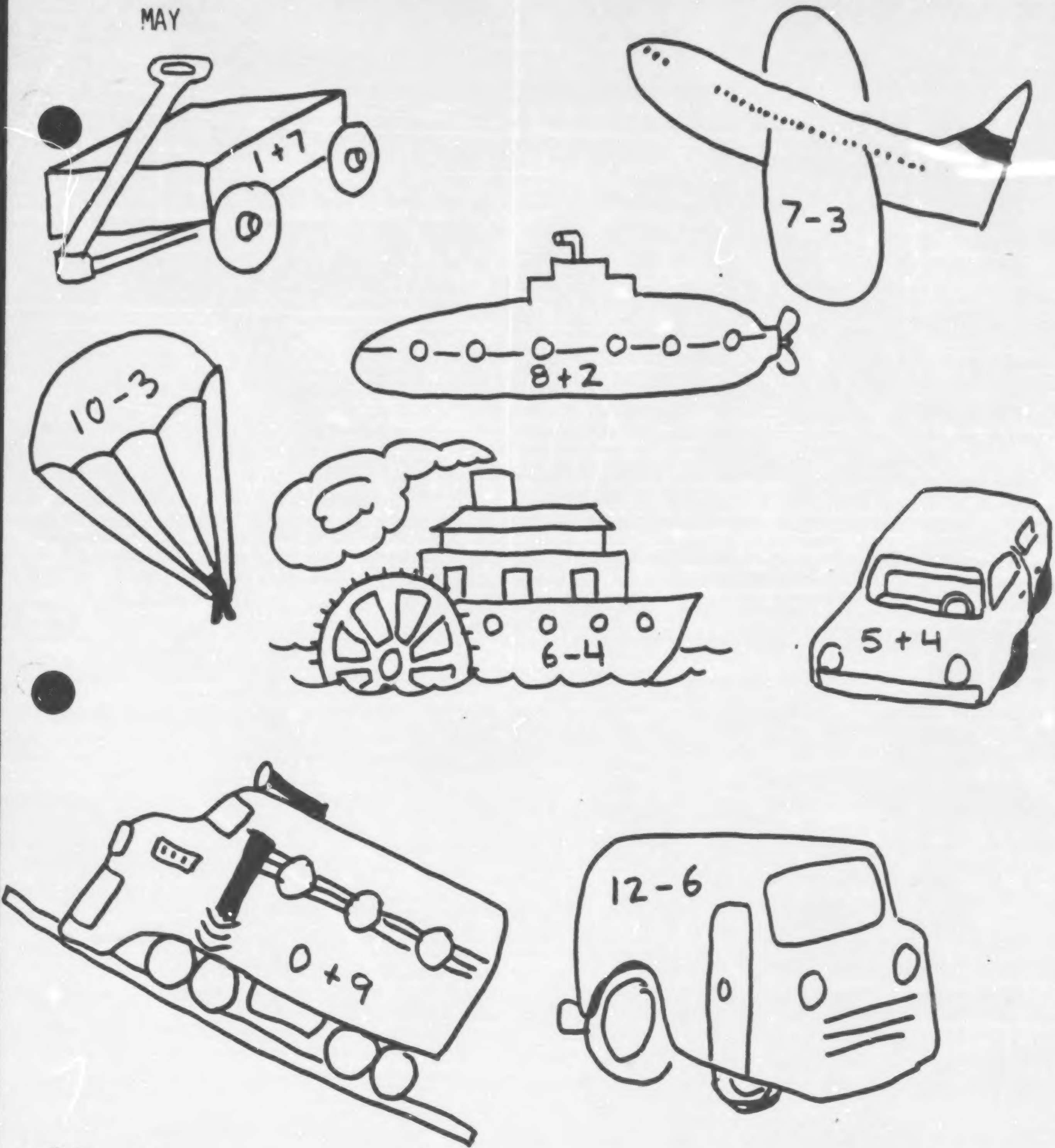








MAY



If your answer is an even number, color blue

If your answer is an odd number, color red.

# TRANSPORTATION AND CAREERS

NAME ________________________________________________

Directions: Here is a list of modes of transportation and careers. Read each word and write it under the correct category: AIR LAND WATER. If you do not know what a word is . . . USE YOUR DICTIONARY.

WORDS TO USE:

air force flyer
aircraft
airplane
astronaut
barge
bicycle
blimp
bus
bus driver
canoe
captain
car
clipper
co-pilot
conductor
crew
delivery person
ferry
glider
helicopter
jet
marine
missile
motorcycle
ocean liner
parachute
pilot
rickshaw
rocket
sailboat
sailor
schooner
seaman
ship
sled
space capsule
stewardess
submarine
taxi
taxi driver
train
truck
truck driver
tugboat
wagon

## TRANSPORTATION WAYS

| AIR | LAND | WATER |
|---|---|---|
| | | |
| | | |
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| | | |
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| | | |
| | | |
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## CAREERS

| | | |
|---|---|---|
| | | |
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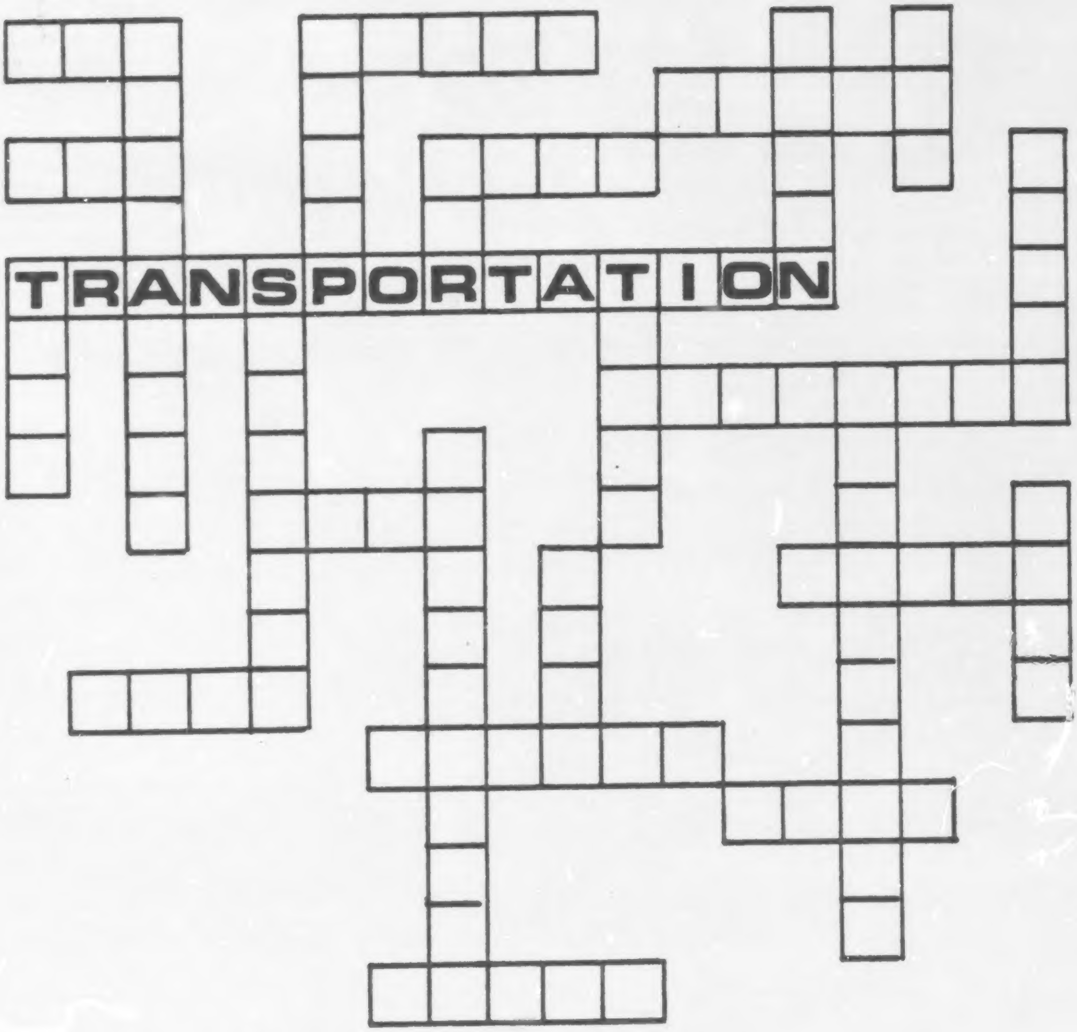
MAY

# TRANSPORTATION WORDS

NAME ____________________________________________

Directions: Fill in the puzzle below with the following words.

| 3 | 4 | 5 | 6 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|
| bus | boat | truck | rocket | sailboat | submarine | helicopter |
| cab | taxi | train | | airplane | | locomotive |
| car | bike | plane | | | | |
| jet | jeep | blimp | | | | |
| | tank | wagon | | | | |
| | ship | horse | | | | |
| | sled | barge | | | | |
| | cart | canoe | | | | |



# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

4-6

This month's
FACTIVITY
was developed by
DIANE ELSON
Eastview, Dist. 194
Steger, Illinois

CAREER FACTIVITIES

SEPTEMBER

## ME, MYSELF AND I

An important aspect of doing a good job is to believe that you can do a good job. Since one of the key goals of career education is for the student to have an understanding and an appreciation for their own self worth, this FACTIVITY is full of ideas to help the student become aware of their strenghts and capabilities.

SEE CAREER CAPERS -

LANGUAGE ARTS - Who In Your Class Would Be . .
LANGUAGE ARTS - My Career Choice
LANGUAGE ARTS - Career Theme Topics
LANGUAGE ARTS - Student Interest Record
LANGUAGE ARTS - Attitude Survey
LANGUAGE ARTS - Personal Family History
FINE ARTS - Your Coat Of Arms

* Collate these sheets into your CAREER CAPERS NOTEBOOK *

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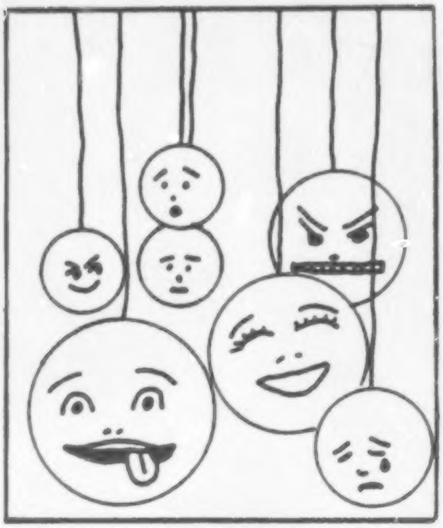
## MAKE A FACE



1. Discuss emotions or feelings with your students and list on the board or on word cards as many emotional words as the class can think of.
2. Hand out to each student a word card with a feeling or have them decide on the emotion word they want to work with.
3. The student is to cut out a large circle from construction paper to draw a facial expression representative of that emotion and write a paragraph on the other side about an incident or a cause for someone to feel this way.
4. Have various students read their emotion to the class and discuss how they react to this feeling and how they can deal with it.
5. A classroom display of this project could be made by hanging the circles from the ceiling on string.

## NAME THAT SENTENCE

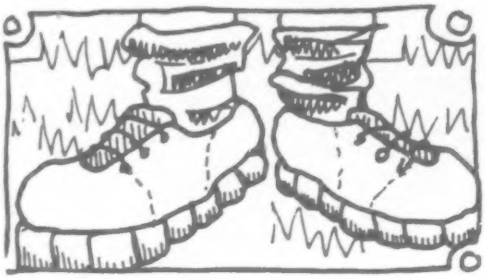
Have your students use each letter that is in their first name to develop a sentence.

Example: BILLY - Bring in lovely looking youths.

GEORGE - Golly, Ed, only Ray gets eggs.

LINDA - Lately, I need delicious apples.

## CONF NCE POETRY



Line 1 = 1 word physical description

2 = 2 words about person's actions

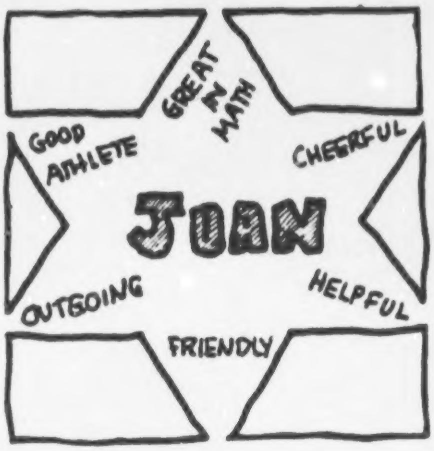
3 = 3 words simile - like a ____

4 = 4 words personality traits

5 = symbol

Example: short
athletic - fast
like a deer
shy, smiley, kind, sensitive

## CELEBRITY OF THE WEEK



Draw a large six-pointed star and select one student from the class to be the "Celebrity of the Week." Place the selected student's name in the center of the star and on the six points write either six privileges the student is allowed to have during the week or six special qualities the student has. The classmates may add positive comments to the celebrities star.

## WHO'S WHO IN THE CLASSROOM DIRECTORY ?

1. Have each student think about what they're good at and write their "expertise" on an index card.
2. Alphabetize these cards according to the skill to be kept in a Classroom Directory File. When someone needs help, they can check the Directory.

Example:

HANDWRITING SPECIALIST

I have perfectly legible handwriting. If you need to know how to make a letter or write better see me. A B C

SEE: John Ching

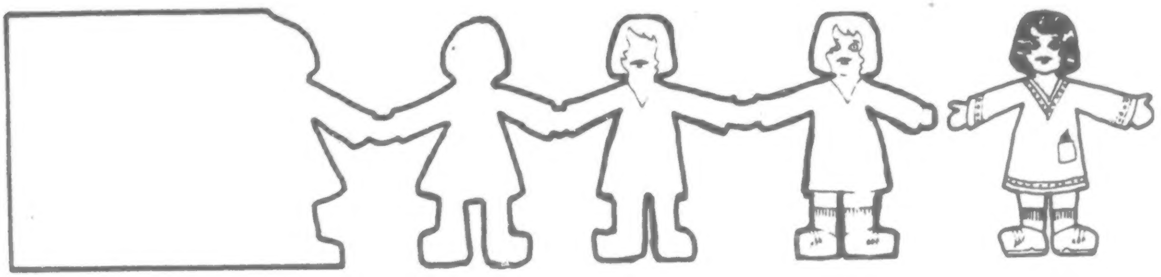
MULTIPLICATION EXPERT

I can teach you how to multiply in 4 easy lessons. I passed a 2 minute test.

SEE: May Johnson

## "MY NAME IS ________ AND I WILL BE A ________."

This is played like the familar game, "I'm Going on a Trip." The first student says their name and an occupation that begins with the same letter as their first name. The second student must repeat the first one's name and occupation and add their own. Names and occupations are added by each consecutive player until someone is unable to remember the others.



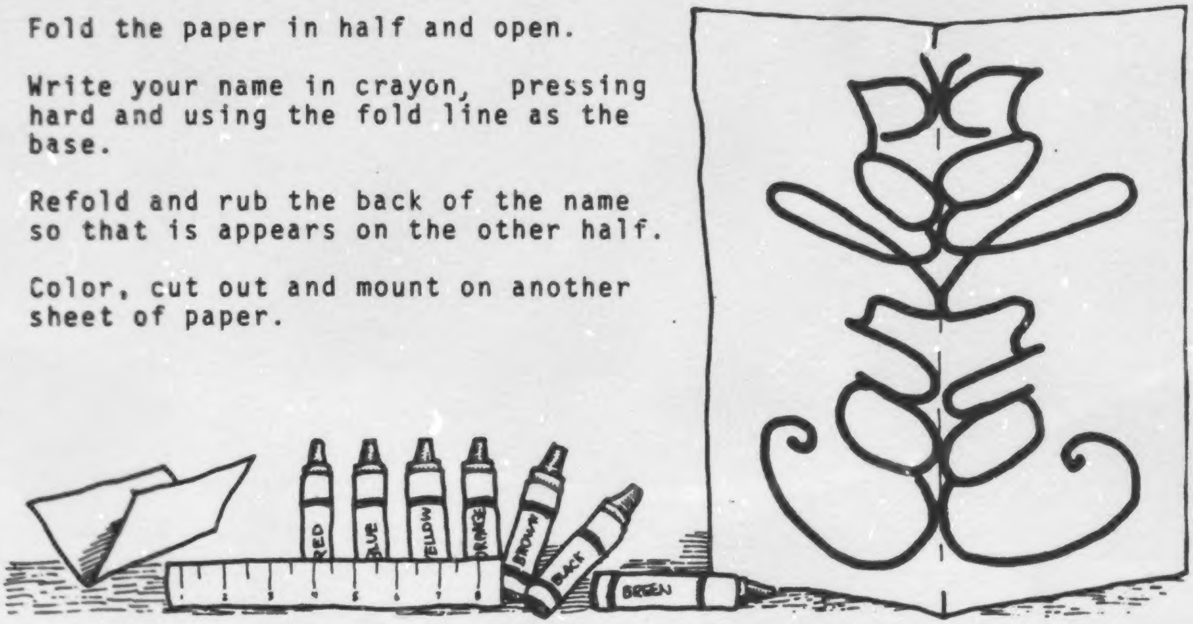
# MY FEELINGS

1. I am happy when ______________________________ .
2. I am sad when ______________________________ .
3. I feel uncomfortable when ______________________ .
4. I get angry when ____________________________ .
5. I am proud when _____________________________ .
6. I am afraid of ______________________________ .
7. I am confident when __________________________ .
8. I feel lonely when ___________________________ .
9. I feel ashamed when __________________________ .
10. I am thankful for ____________________________ .
11. I hope that ________________________________ .
12. I feel silly and crazy when ____________________ .
13. I am jealous of _________________________ when
    ____________________________________________ .
14. I feel safe when _____________________________ .
15. I feel indifferent to __________________________ .
16. I feel sorry for ______________ because ____________ .
17. I worry about _______________________________ .
18. I feel good about _____________________________ .
19. I get upset with __________________________ when
    ____________________________________________ .
20. I am embarrassed when__________________________ .
21. I love ____________________________________ .
22. I hate ____________________________________ .
23. I feel important when __________________________ .
24. I feel unimportant when ________________________ .
25. I enjoy ___________________________________ .

## WHAT'S IN A NAME

Materials: crayons, scissors and construction paper

1. Fold the paper in half and open.
2. Write your name in crayon, pressing hard and using the fold line as the base.
3. Refold and rub the back of the name so that is appears on the other half.
4. Color, cut out and mount on another sheet of paper.



## SILHOUETTE MOBILES

Materials: overhead projector, construction paper, scissors and rulers

1. Using the overhead projector, trace the profiles of each student on black construction paper and cut out.
2. Each student is to cut out geometric shapes and write a quality about themself that would be helpful when finding a job. Example: neat dresser
3. Attach the shapes with string to the silhouette to make a mobile.

## MOOD THERMOMETER

Materials: tag board, crayons or markers, scissors, construction paper and paper clips

1. Design a thermometer that has 4 or 5 degree variations which could range from ecstatic to down-in-the-dumps.
2. Find the total length of the thermometer in centimeters. Divide by 4 or 5 to make equal blocks. Example: 20 cm ÷ 4 = 5 cm per block.
3. Paper clip a piece of colored construction paper onto your mood degree for the day.

# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

4-6

This month's

FACTIVITY

was developed by

LYNN WETZEL

Greenbriar, Dist. 170

Chicago Heights, Illinois

## EXPLORING THE TELEPHONE BOOK

Being a good explorer means to investigate unknown regions. Is the telephone book an unknown region to your students? This unit will help your students examine the telephone book from cover to cover. This is a fantastic book with unbelieveable resources. Help your students discover the many ways a telephone book can be used.

SEE CAREER CAPERS -

SOCIAL STUDIES - Community Careers

SOCIAL STUDIES - Tools, Tools, Tools

* Collate these sheets into your CAREER CAPERS NOTEBOOK *

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# EXPLORING THE TELEPHONE BOOK

In order to do this exercise, each student must have a telephone book. Have them bring their own from home. Answers will be found at the front of the telephone book. Make sure they incorporate the question into their answers. Write your answers on notebook paper.

1. What areas does your telephone book serve?
2. In what month do you receive a new book?
3. Where are the emergency numbers located?
4. Why do you suppose they are found there?
5. Why would it be easy to remember emergency numbers?
6. Who do you notify in reporting a tornado?
7. How many divisions of "call-guide pages" are there?
8. What is a "prefix locater" page?
9. What types of long distance calls are there?
10. Could you place a phone call to someone on a boat?
11. What is the area code for Nutley, New Jersey?
12. What is the area code for Effingham, Illinois?
13. When are the "bargain periods" for money saving calls?
14. What should you do if you dial the wrong number?
15. What should you do if you have a bad connection?
16. What is the "call-pak" service?
17. For what reason does the operator charge you 50¢ extra on a call?
18. What is a unit?
19. What is the penalty for an obscene phone caller?
20. What happens when a phone conversation is being recorded?
21. Is there a telephone service for the disabled person?
22. What identifies a worker that they are a Bell Telephone employee?
23. What is a party line?

# THE YELLOW PAGES

Here is a list of professions and services that are commonly found in the yellow pages.

- Accountants
- Acoustical Contractors
- Addressing & Lettering Service
- Adjusters
- Advertising Agencies
- Aerial Photographers
- Air Pollution Measuring Service
- Aircraft Schools
- Automobile Wrecking
- Carpet and Rug Cleaning
- Chick Hatcheries
- Children's Day Nurseries
- Coin Dealers
- Druggists
- Electricians
- Electrolysis
- Entertainers
- Engravers
- Florists
- Funeral Directors
- Furnace Cleaning
- Hair Weaving
- Horse Training
- Hypnotists
- Importers
- Lapidaries
- Lawn Maintenance
- Linoleum Dealers
- Magicians
- Movers
- Odor Elimination
- Paving Contractors
- Plumbing
- Real Estate
- Rubbish Removal
- Shoe Repair
- Social Settlements
- Television Dealers
- Tinsmith
- Tip Printers
- Trash Removal
- Veterinarians
- Vocational Guidance
- Watch Repair
- Wire Mesh Work
- Wood Carving
- Writers

1. Choose one of the above and write a research report.

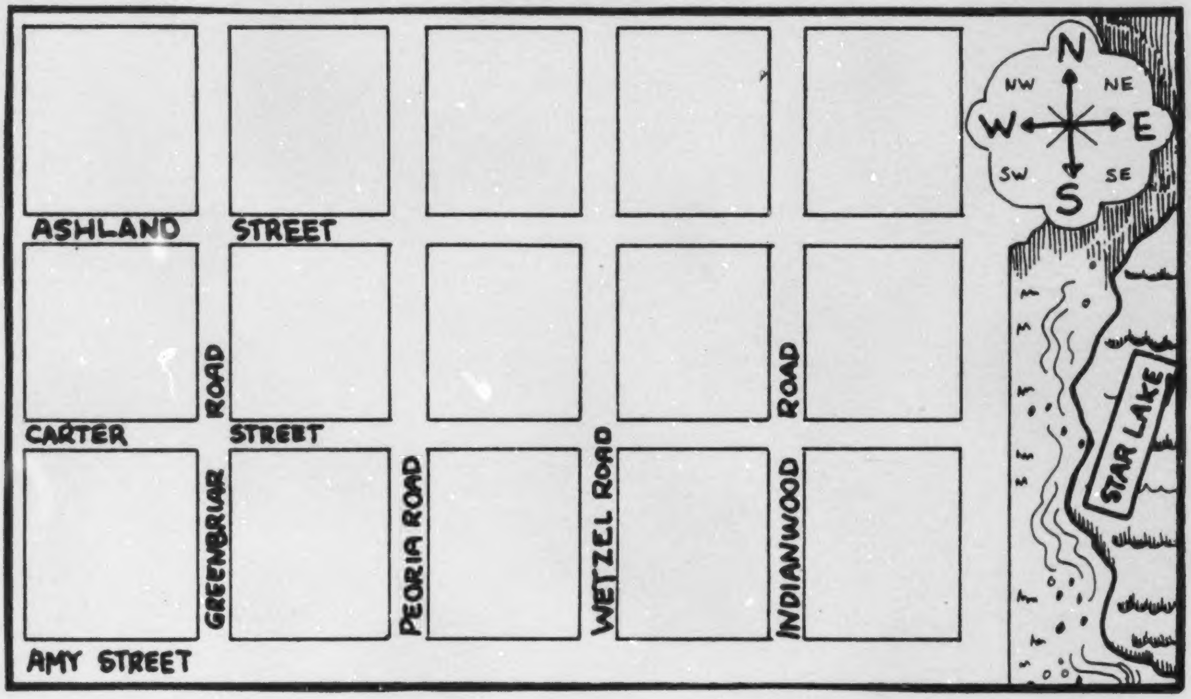
2. Pretend that you are the worker in the vocation you choose. Come to class in uniform with tools of your trade. Tell the class what you do, how you use your tools, the education you needed or the job training that was involved. Afterward, have a question and answer time.

3. Choose a profession from the list above and make a person to person interview. Tape the interview and play it back to the class.

4. Now it's your turn. Go to the "B" section of the yellow pages. Make a list of all the professions that interest you. Number them in the order of your interest. Number 1 would be your favorite. After completing the list, go back to number 1 and make a persuasive color poster selling your profession. Find pictures from magazines to add to it. include a description of the profession.

# THE BUSINESS DISTRICT

You are in charge of setting up a business district. There is a map below showing the land divided by streets. Place the business's on your map by using their number.



1. Place BOB'S BOWLING BALL SHOP on the NW corner of Indianwood Rd. and Ashland St.

2. Place TOWLE'S T.V. AND ELECTRONICS SHOP on the SW corner of Indianwood Rd. and Carter St.

3. Place GWEN'S GLASS AND MIRROR CO. on the NE corner of Ashland St. and Peoria Rd.

4. Place ROLLING'S AND ASSOCIATES REALTORS on the NS corner of Wetzel Rd. and Amy St.

5. Place JERRY'S GROCERY STORE on the SW corner of Greenbriar Rd. and Ashland St.

6. Place ROGER'S ROLLER RINK on the NE corner of Carter St. and Greenbriar Rd.

7. Place DENNIS THE DENTISTS' DENTAL BUILDING on the NE corner of Carter St. and Wetzel Rd.

8. Place JUDY'S JEWELRY STORE on the NW corner of Ashland St. and Greenbriar Rd.

# WHAT GOES WHERE ?

Below you will find subjects that are found on the three yellow pages. Alphabetize these words under the correct headings.

Subjects:
- Stamps
- Steel
- Speech
- Steps
- Spraying
- Stackers
- Sporting Goods
- Steam Cleaning
- Square Dance Apparel
- Steamship Companies
- Spices
- Stables
- Sprinklers
- Sound Systems
- Soil
- Steel Mills
- Steam Fitters
- Speedometers
- Sportswear
- Stationers
- Steel Detailers

P.73

## SOD-SPRAYING

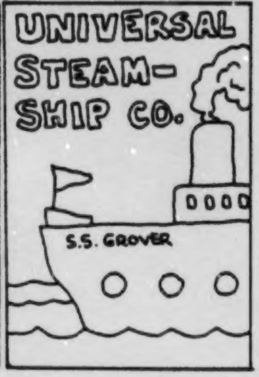
P.74

## SPRINGS-STEAK

P.75

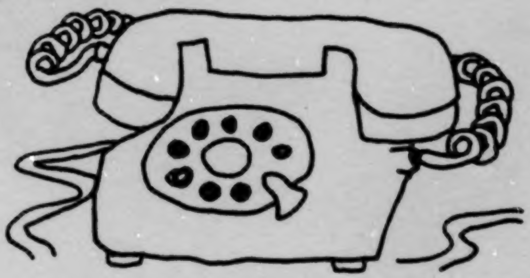
## STEAM-STEREOPHONE

P.76



## FROM COVER TO COVER

Have the children design their own telephone book cover. The cover should be of standard size, 11" x 9½". It should also include:



1. Areas the telephone book serves.
2. Area code.
3. Name of the book.
4. Month and year it was issued.
5. Bell symbol.

The drawing on the cover should represent a theme. On the inside cover of the telephone book, have each student write a paragraph explaining the drawing according to the theme.

## WALKING FINGERS ARE OUT !!!

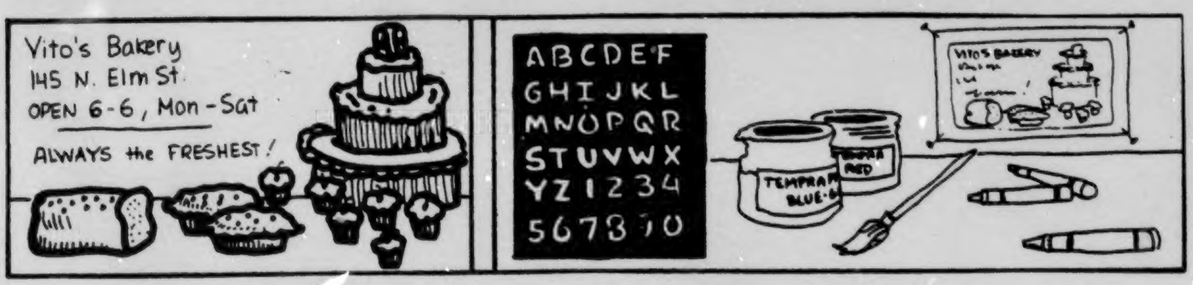
Have the students compose their own advertising slogan and symbol.

## WORKING THROUGH THE TELEPHONE BOOK

BULLETIN BOARD IDEA: Have the students select a business firm trade or business in the yellow pages. Give them the directions to create an advertisement for it. Each ad should be of uniform size but large enough to easily be seen on the bulletin board. The construction paper should be yellow and the printing black.

Each advertisement should include:

1. Name of the business
2. Address and telehpone number
3. Business hours.
4. Persuasive features of the business.
5. A picture or symbol.



MATH

# LET YOUR FINGERS DO THE WALKING

We use the Yellow Pages to find out information that would normally take hours if we had to drive from store to store. In this exercise, you will collect your information through the use of the telephone. This homework will be fun. It should take three days to complete so that you don't tie up your family phone for too long, or if the business is not open when you call.

| QUESTION Number | Store Called | Price | Price Difference |
|---|---|---|---|
| ____ | ____________________ | __________ | __________ |
| | ____________________ | __________ | |

1. Jane wants to take the members of her birthday party on a hayride. There will be 15 people on the ride and she wants it to last one hour. Find the cheapest stables. What will the charge be?

2. Mary Ann is looking for a reception hall for her wedding. There will be 200 guests. She wants the dinner family style with no liquor. She will want her cake to be cut and served and she will bring in her own band. Which hall will she select? What will be the cost?

3. Mr. Stallone needs his furnace cleaned before winter sets in. This is a general cleaning in which the two filters will be replaced. What price will he pay?

4. Fred would like to get soft contact lenses. Where should he go for the cheapest pair?

5. Kurt wants to have his 126 color film developed. There are 12 pictures on his roll. Where should he take the film?

6. Where should Joe go for a cheap but good haircut?

7. Ann wants to get 12 - 10 inch, cheese and sausage pizzas for her Friday night slumber party. Where will she buy them? How much will she pay for the 12 pizzas?

8. My 1969 Nova needs a tune-up but I am pinching for pennies. Where will you suggest?

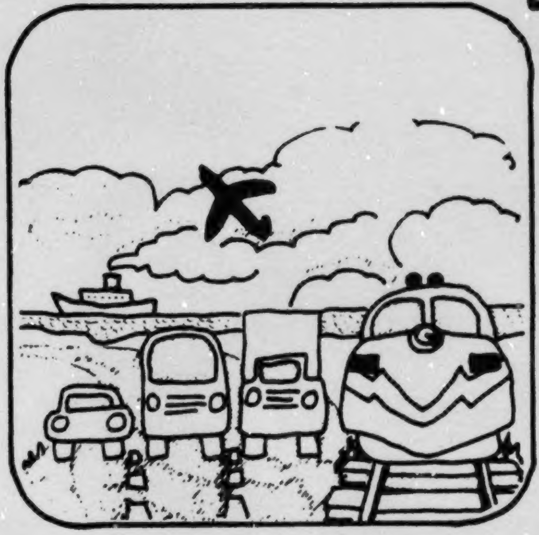
# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

4-6

CAREER FACTIVITIES

This month's
FACTIVITY
was developed by
ADELE BUDNEY
Kennedy, Dist. 170
Chicago Heights, Illinois



## TRANSPORTATION

This month's FACTIVITY is on transportation and on the careers that keep our nation on the move. At this age, our students are familiar with the ways that people and goods can be transported but not with the large variety of jobs that are in existence because of them.

SEE CAREER CAPERS -

LANGUAGE ARTS - Career Theme Topics
SOCIAL STUDIES - What Do They Wear to Work?
SOCIAL STUDIES - Pioneer Days

NOVEMBER

* Collate these sheets into your CAREER CAPERS NOTEBOOK *

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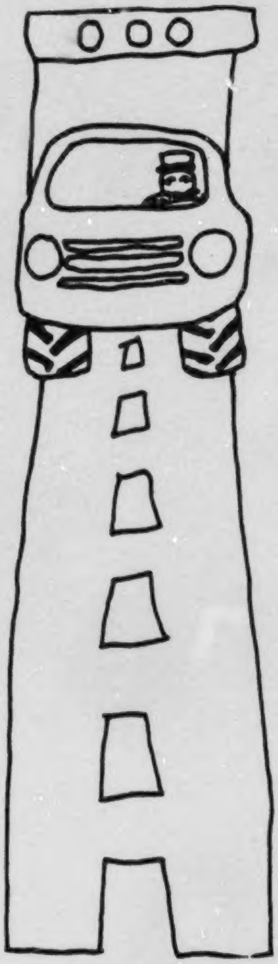
## TRUCKING VOCABULARY

Here is a small sample of terms and expressions that are used by truckers. Read each sentence and rewrite them into "common" language. Then write five additional sentences on your own using the TRUCKING VOCABULARY.

| | |
|---|---|
| *Aviator* | SPEEDING DRIVER |
| *Bareback* | TRACTOR WITHOUT A TRAILOR |
| *Boll Weevil* | A NOVICE TRUCK DRIVER |
| *Bear* | A POLICE CAR |
| *Big Hat* | STATE TROOPER |
| *Bull hauler* | ONE WHO HAULS LIVESTOCK |
| *Coffee Pot* | RESTAURANT |
| *Cowboy* | RECKLESS DRIVER |
| *Crackle Crate* | A POULTRY-CARRYING TRUCK |
| *Donuts* | TIRES |
| *Flat Face* | CAB OVER ENGINE |
| *Flying Orders* | TRIP INSTRUCTIONS |
| *Gear Jammer* | ONE WHO CLASHES THE GEARS |
| *Hammer* | GAS PEDAL |
| *Hood lifter* | GARAGE MECHANIC |
| *Kick down* | SHIFT DOWN TO LOWER GEAR |
| *Load of post holes* | AN EMPTY TRUCK |
| *milk run* | EASY TRIP |
| *Minnie* | LESS THAN 100 LB. LOAD |
| *Pajama wagon* | TRUCK WITH SLEEPING SECTION |
| *Peanut wagon* | SMALL TRUCK WITH TRAILER |
| *Pig* | TRAILER ON A FLAT CAR |
| *Piggyback* | TRAILERS CARRIED ON BY RAIL |
| *Pike* | TURNPIKE OR HIGHWAY |
| *Pour on the coal* | STEP ON THE GAS |
| *Shag* | SMALL,CITY TRAILER |
| *Sick horse* | TRACTOR IN POOR CONDITION |
| *Smoker* | PASS ANOTHER VEHICLE |
| *Spot it* | TO PARK A TRAILER |
| *Spot the body* | PARK A TRAILER |
| *Swamper* | A DRIVER'S HELPER |
| *Truck Jockey* | TRUCK DRIVER |
| *Woodchuck* | A NEW TRUCK DRIVER |



1. When the aviator poured on the coal, he was stopped by the Big Hat.
2. I have a milk run with my crackle crate.
3. Jack spotted in and went into the Coffee Pot.
4. The Woodchuck had something wrong with his donuts on the pike.
5. A hood lifter will take care of your sick horse.
6. That cowboy smokered on the hill!
7. The Boll Weevil had a bareback.
8. You better kick down in heavy traffic with your bull hauler.
9. The swamper spotted the body as the truck jockey got his flying orders.
10. Take the shag for the minnie.

# CAREERS IN TRANSPORTATION

Here are a few careers that are involved in the transportation field. Read each word and categorize them into the areas below. If you are not sure what the word means, look it up in your dictionary.

Accountant
Aeronautical Engineer
Baggage Clerk
Boatswain
Brake Operator
Captain
Clerical Helper
Conductor
Co-pilot
Design Engineer
Engineer
Flagman (person)
Flight Attendant
Flight Dispatcher
Longshoreman (person)
Manifest Clerk
Marine Architect
Mechanic
Merchant Marine
Meteorologist
Navigator
Pilot
Purser
Radio Technician
Rail Attendant
Reservationist
Supervisor
Switchman (person)
Ticket Agent
Tower Controller
Yard Mater

| RAILROAD | AIRLINES | SHIPLINES |
|---|---|---|
| ____________ | ____________ | ____________ |
| ____________ | ____________ | ____________ |
| ____________ | ____________ | ____________ |
| ____________ | ____________ | ____________ |
| ____________ | ____________ | ____________ |
| ____________ | ____________ | ____________ |
|  | ____________ | ____________ |

CAREER TITLES THAT ARE IN ALL THREE AREAS

____________ ____________

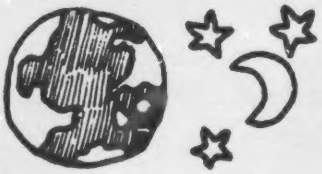
____________ ____________

____________ ____________

____________ ____________

## MY TWO WEEK VACATION

You are to decide on a place to go on your TWO WEEK VACATION and complete the information below.



Name ________________________________________

Departure date ______________________________

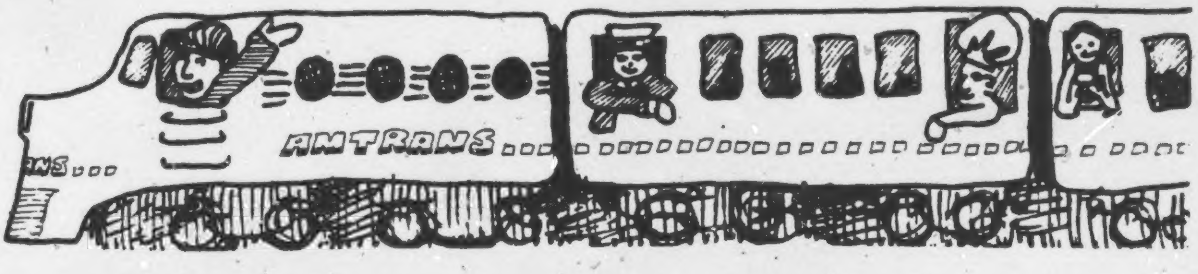
Vacation spot ______________________________
city or state

______________________________
country

MODE OF TRANSPORTATION ________________________________________

List the careers that you will need or be in contact with to travel to and from your destination.

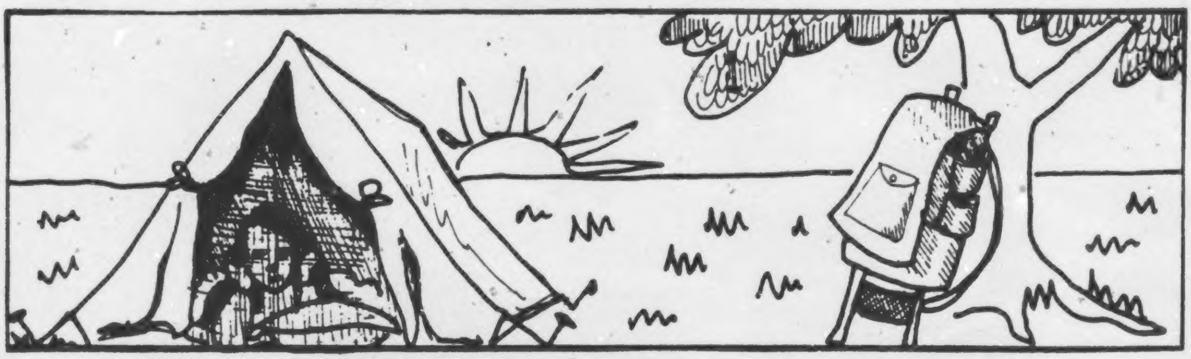
| | | |
|---|---|---|
| ____________ | ____________ | ____________ |
| ____________ | ____________ | ____________ |
| ____________ | ____________ | ____________ |



TYPE OF LODGING ________________________________________

List the careers that you will need or be in contact with during your stay.

| | | |
|---|---|---|
| ____________ | ____________ | ____________ |
| ____________ | ____________ | ____________ |
| ____________ | ____________ | ____________ |

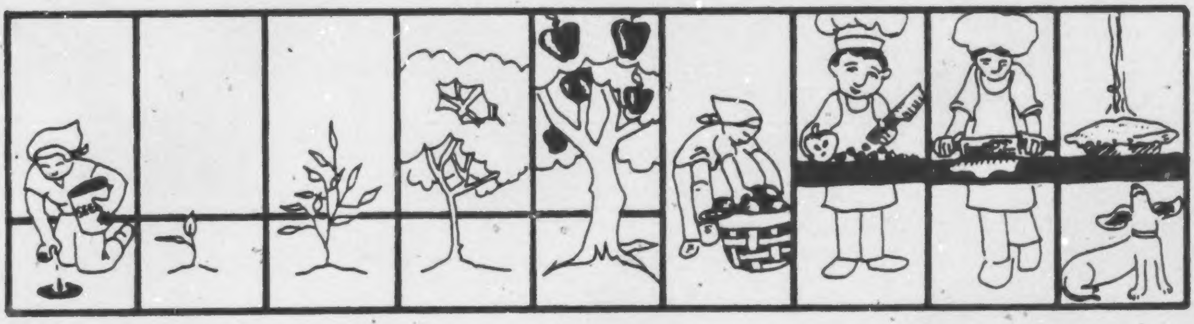


## MY TWO WEEK VACATION (CONTINUED)

### KIND OF FOOD YOU WILL EAT

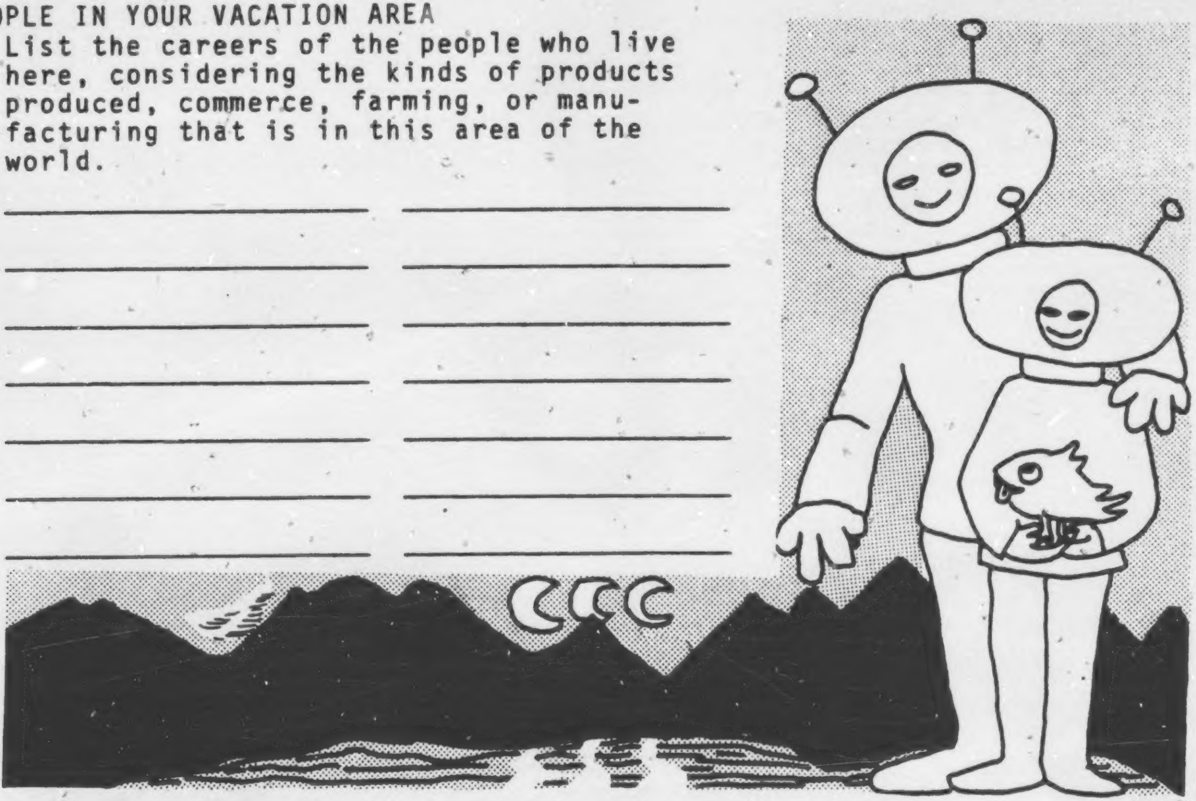
List a few of the specialities that you will eat.

List the careers that are needed for your food preparation or serving.



### PEOPLE IN YOUR VACATION AREA

List the careers of the people who live here, considering the kinds of products produced, commerce, farming, or manufacturing that is in this area of the world.



## TRAVEL POSTERS

On a large sheet of construction paper or tag board, have your students select a city, state, or country and creatively design a travel poster representing it.

Tempera paint, markers, or magazine pictures will add to the posters.

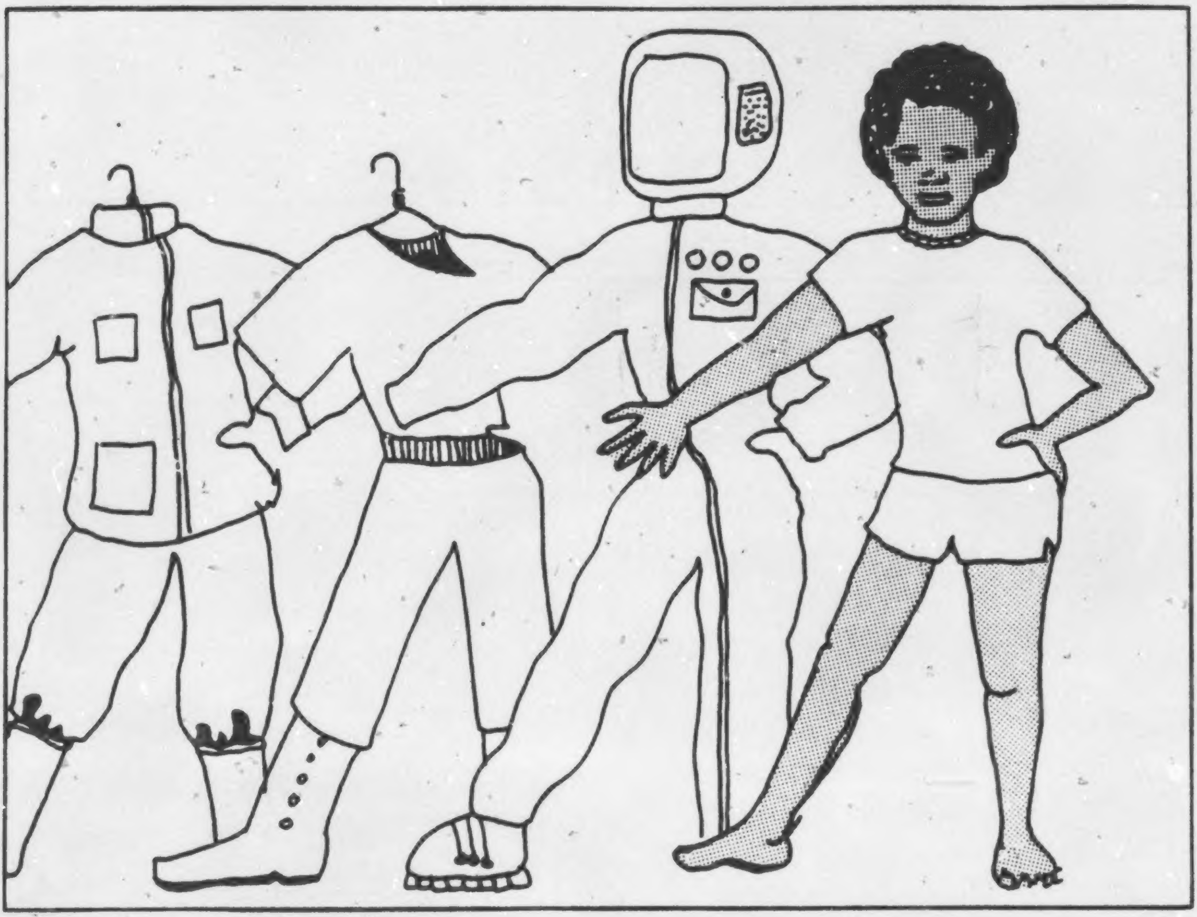
Old NATIONAL GEOGRAPHIC magazines are great for pictures of places from around the world!

STARVED ROCK, ILL.

## IN THE YEAR 2001

Discuss the change and development of transportation during the last 50 years. Project into the future the new types of transportation that may be available. Have your students design and draw what the future types will look like.

Since most careers in transportation require a uniform, have your students design what the uniforms of the future will look like.



# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

4-6

CAREER FACTIVITIES

This month's

FACTIVITY

was developed by

ADELE BUDNEY

Kennedy, Dist. 170

Chicago Heights, Illinois

## MARKETING NEW PRODUCTS

Marketing is the way a business provides goods from the manufacturer to the person who uses it, the consumer. This month's FACTIVITY will acquaint your students with marketing terms and with the jobs that are available in this varying industry.

SEE CAREER CAPERS -

SOCIAL STUDIES - Name Them All

Math - Alice's Catalog Special

DECEMBER

* Collate these sheets into your CAREER CAPERS NOTEBOOK *

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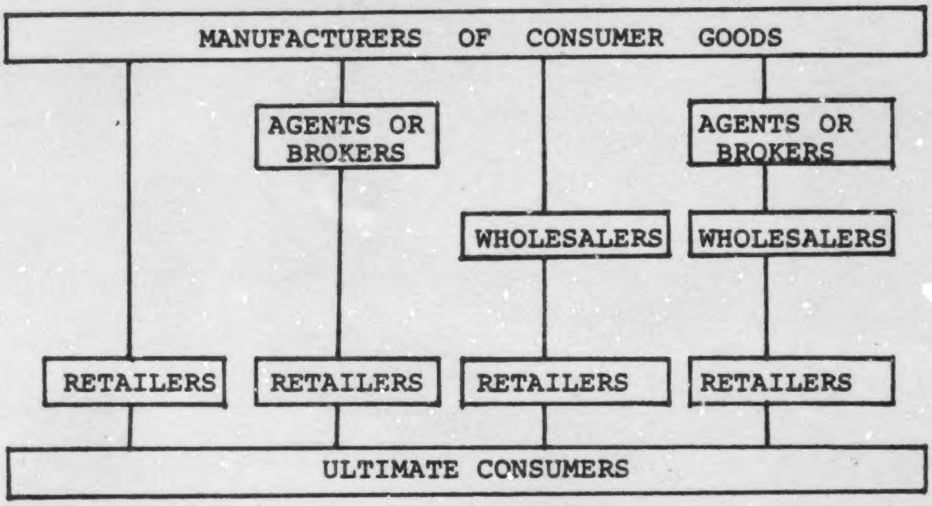
# MARKETING TERMS AND CAREERS

competition
manufacturer
retailer
sales representative
business
goods
consumer
marketing
profits
manufacturing
research
commercial artist
copywriter
songwriter
wholesaler

Directions: Use one of the above words that best suits each definition.

1. ____________________ - wares, merchandise, food products, chemical compounds, or agricultural products
2. ____________________ - a studious inquiry or examination
3. ____________________ - one who writes songs
4. ____________________ - common struggle for the same object; a market condition in which a large number of buyers and sellers compete for the same merchandise
5. ____________________ - the excess of the price received over the cost of producing and marketing goods
6. ____________________ - emphasizing skills (art) considered useful in a business occupation
7. ____________________ - commercial or merchantile activity usually engaged in as a means of livelihood
8. ____________________ - someone who makes something from raw materials by hand or by machinery
9. ____________________ - writer of advertising or publicity copy
10. ____________________ - person who represents a business organization
11. ____________________ - to make into a product suitable for use
12. ____________________ - the act of moving goods from producer to consumer, including buying, selling, storing, producing, transporting, financing, risk bearing
13. ____________________ - person that utilizes economic goods
14. ____________________ - merchant who sells goods to the consumer
15. ____________________ - a merchant middleman who sells chiefly to retailers, other merchants, or industrial, institutional or commercial users mainly for resale or business use

# SOME MARKETING FUNDAMENTALS



The above chart illustrates the fact that the manufacturer may use different methods in selling the product.

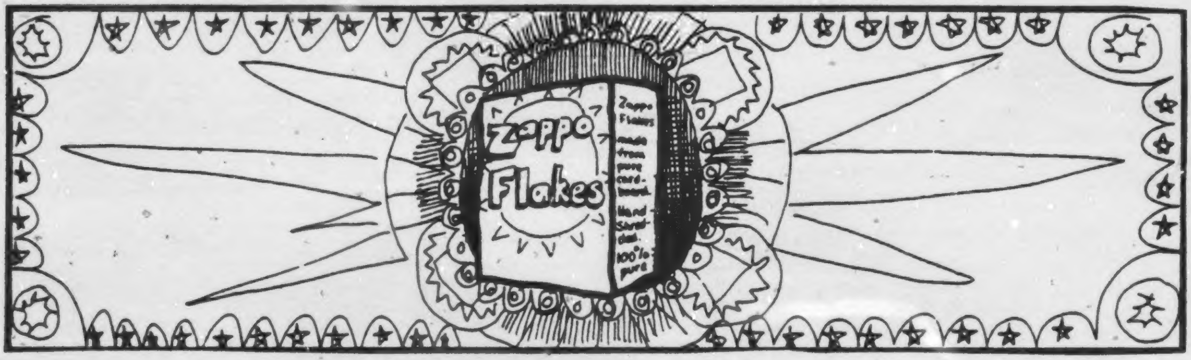
A. The manufacturer may sell the product direct to the retailer, who then sells it to the consumer.

B. The manufacturer may sell the product to an agent or broker who in turn sells it to the retailer, who then sells it to the consumer.

C. The manufacturer may sell the product to the wholesaler, who sells it to the retailer who then sells it to the consumer.

D. The manufacturer may sell the product to the agent, who in turn sells it to the retailer and the consumer is the final purchaser.

E. The manufacturer may also sell the product directly, to the consumer. Note: You must, therefore, realize that the more people involved in the selling of the product before it gets to the consumer, will increase the price of the product.


Zappo Flakes
Zappo Flakes made from pure card-board. Hand Shredded. 100% pure

## MARKETING - NEW PRODUCTS

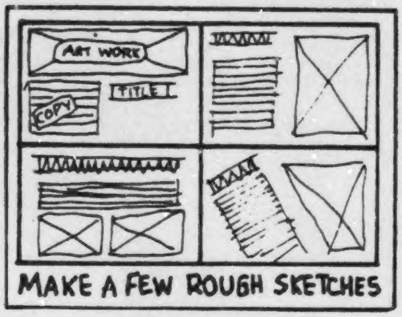
Divide the class into groups to do a market study of a product they are going to create. (The following example is with marketing a candy bar.)

1. Research; visit supermarkets, department stores, or a candy store.
    - a. See what kinds of candy is being sold.
    - b. Check the ingredients.
    - c. How many ounces does it contain?
    - d. How is it packaged?
    - e. How is it priced?
2. Decide what kind of a candy bar you are going to create.
    - a. What ingredients should it contain?
    - b. Should it be in a box, wrapper or plastic bag?
3. Name for your product.
    - a. Have each student submit a name (it must be an original idea).
    - b. Have a contest, (involve aid of other classes).
4. Design a label for the product.
5. Advertising.
    - a. Make up a T.V. commercial.
    - b. Make up an ad in color for a magazine.
    - c. Make up an ad for newspapers (black and white).
    - d. Make up a singing commercial.

## COMMERCIAL ARTIST

Pretend that you are a commercial artist and you are asked to develop an advertising campaign for a new product - you must design:

1. Label
2. Newspaper Advertisement
3. Magazine Advertisement
4. Window Display



MAKE A FEW ROUGH SKETCHES

PICK THE BEST ONE

DRIVE LUXURY
And now - the car you've been waiting for!!!!
It slices, it dices, it makes dinner, it takes you to the beach and pays for your movie tickets.
It features a full kitchen, rec room and tennis court.
Come and test drive this amazing car today.

VOILA! THE FINISHED PRODUCT

## SONG WRITER

Pretend that you are working for an advertising agency as a song writer.

Make up a singing commercial for a new product. You may use the tune of a familiar song, but compose the lyrics to make your product interesting.

This singing commercial is to be used both for radio and T.V.

## LABELS

Collect the labels from a variety of sources - cans, jars, and packages. Make a collage from them.

YOU CAN REMOVE LABELS FROM CANS AND BOTTLES BY SOAKING THEM IN WARM WATER.

DRY THE LABELS BY HANGING THEM UP WITH CLOTHES PINS OR PLACING THEM FLAT ON WAXED PAPER.

# CAREER FACTIVITIES
## IDEAS and ACTIVITIES in CAREER EDUCATION

4-6

CAREER FACTIVITIES

This month's
FACTIVITY
was developed by
SALLY BOURQUE
Garfield, Dist. 170
Chicago Heights, Illinois

## HEALTH SERVICES

This month's FACTIVITY is on the careers that are in the health field. So many of our students have knowledge of a doctor or nurse and very little awareness of the large variety of career opportunities in the health field.

SEE CAREER CAPERS -

HEALTH - Human Biology Careers

JANUARY

* Collate these sheets into your CAREER CAPERS NOTEBOOK *

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# RESEARCH IDEAS FOR YOUR STUDENTS

## CALORIE COUNT

Using a calorie chart, have your students plan three meals: breakfast, lunch and dinner for someone on a 1,500 calorie per day diet. Then have them try a 1,000 calorie and a 800 calorie diet.

## THE DIETITIAN'S JOB

Discuss the importance of the dietitian in planning meals. Have your students plan three well balanced meals using the following daily requirements.

Meat & Eggs - Two or more servings
Vegetables & Fruit - Four or more servings
Dairy Products - Three or more servings
Bread & Cereals - Four or more servings

## FAMOUS PEOPLE IN HEALTH

Have your students research people who have made contributions to the health field and make a report to the class.

## FIND YOUR PULSE

Have students run in place for 30 seconds then have them sit down and find their pulse, being sure they use their first twofingers of the hand. This activity can lead into a discussion of who they have seen using this method.

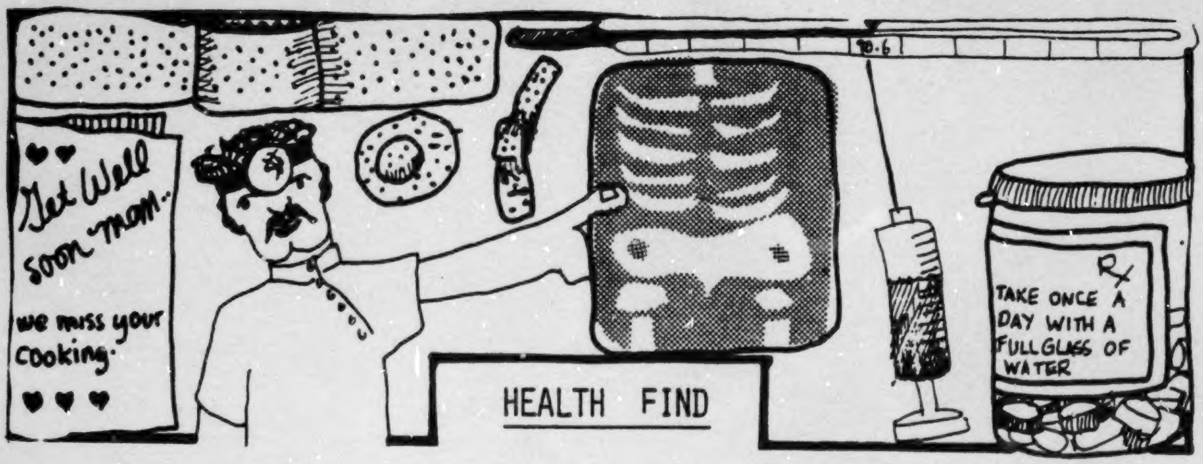
Who has to be able to take a pulse?

Doctor
Nurse
Lab Technician
Paramedics
Coaches
Life Guards
Parents
Teachers
Athletes

These are just a few your students will come up with many more.

Have students take their pulse, time them for 15 seconds, then have students multiply by four.

Have students take the pulse of another students, a younger brother of sister, parents, grandparents and infants, then have them bring their information back and compare their findings. What were some differences with infant and grandparent, their own, and parent etc.



## HEALTH FIND

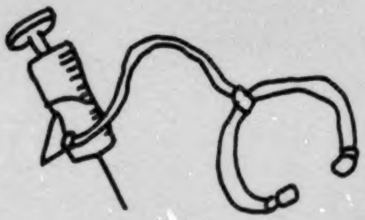
Aide
Bandage
Cure
Dentist
Diet
Disease
Doctor
Fever
Get Well

Heal
Hospital
Illness
Medicine
Nurse
Operation
Patient
Pharmacist
Pills

Prescription
Sick
Stethoscope
Syringe
Therapist
Thermometer
Treatment
X-Ray

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D | O | C | T | O | R | P | Q | P | H | A | R | M | A | C | I | S | T | A |
| E | E | D | H | X | G | F | I | G | E | Z | M | P | C | U | R | T | Z | B |
| N | R | F | E | C | H | G | W | L | A | X | X | R | A | Y | E | E | X | A |
| T | T | G | R | V | S | S | E | N | L | L | I | E | W | R | S | T | C | N |
| I | Y | H | M | B | V | D | K | C | I | S | S | S | U | D | D | H | V | D |
| S | U | J | O | N | B | D | O | E | R | T | D | C | R | F | F | O | B | A |
| T | I | F | M | E | D | I | C | I | N | E | F | R | T | G | G | S | N | G |
| O | O | E | E | N | R | S | F | B | U | E | D | I | A | H | H | C | M | E |
| E | P | V | T | M | T | E | R | N | R | O | I | P | S | J | J | O | A | O |
| W | D | E | E | V | E | A | H | O | S | P | I | T | A | L | K | P | S | N |
| P | I | R | R | C | D | S | O | L | E | B | O | I | D | T | L | E | D | E |
| D | A | K | L | X | F | E | P | K | U | N | K | O | F | E | I | R | F | R |
| A | S | L | O | P | E | R | A | T | I | O | N | N | G | R | T | E | G | T |
| T | H | E | R | A | P | I | S | T | O | G | E | T | W | E | L | L | N | Y |
| H | E | S | Y | R | I | N | G | E | V | T | N | E | M | T | A | E | R | T |

## CAREERS IN HEALTH



Listed below are careers that are in the health field. Using your dictionary, divide the words into syllables and write the definition.

1. Anesthesiologist ______________________________

2. Chiropractor ______________________________

3. Dentist ______________________________

4. Internist ______________________________

5. Nurse ______________________________

6. Optometrist ______________________________

7. Osteopath ______________________________

8. Paramedic ______________________________

9. Pediatrician ______________________________

10. Pharmacist ______________________________

11. Physician ______________________________

12. Psychiatrist ______________________________

# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

4-6

This month's
FACTIVITY
was developed by
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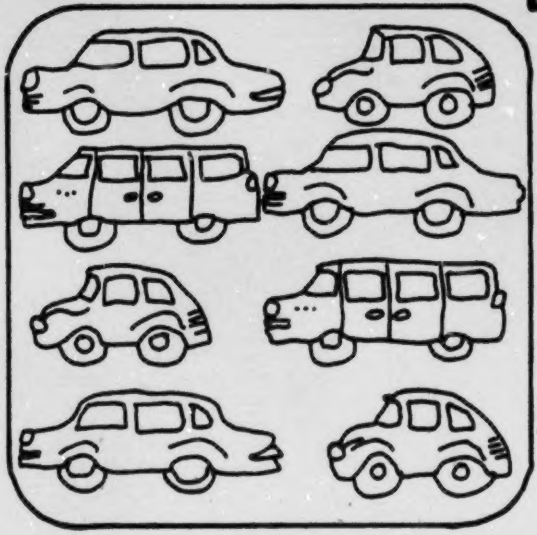

### AUTOMOBILE MASS PRODUCTION

Enclosed are lessons for you to use in helping your students understand the assembly line process in the production of the automobile.

SEE CAREER CAPERS -

SOCIAL STUDIES - Tools Used In Occupations
SOCIAL STUDIES - Tools, Tools, Tools
SOCIAL STUDIES - Automotive Equipment
SOCIAL STUDIES - An Assembly Line

* Collate these sheets into your CAREER CAPERS NOTEBOOK *

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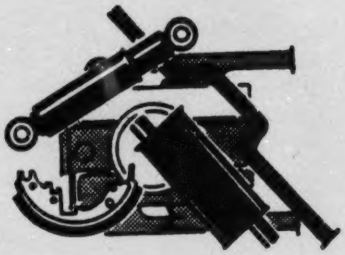
# PUT IT TOGETHER

## Lesson 1.

Assign the students to research the automobile industry and familiarize them with the following terms.

Mass Production
Assembly Line
Conveyor Belt
Stations
Inspection
Welding
Painting
Windows
Seats

Accessories
Chassis
Suspension
Engine
Wheel
Tire
Subassembly Line
Foreman
Unions



## Lesson 2.

Discuss the advantages and process that is involved in an assembly line production. Place this assembly line plan on the board and discuss the step-by-step procedure that is needed.

a. Weld together the roof, floor, and side panels.
b. Body is painted.
c. Windows, seats, and accessories are installed.
d. Front suspension and engine is put in place.
e. Wheels and tires are put in place.
f. Body is joined to the chassis.

## Lesson 3.

Ask each student to decide on an assembly line product to be developed by their own company. Have them draw and write a few sentences about each station from the beginning to the end of their product.

## Lesson 4.

The students will begin to establish a classroom assembly line to produce 50 construction paper cars. The class should decide on the number of "stations" needed and the task to be performed at each.

# PUT IT TOGETHER (CONTINUED)

## Lesson 5.

Arrange the desks in an assembly line formation and assign the students to stations. Start the assembly line by blowing a whistle. Blow your whistle after 15 minutes of work to denote a two minute break. Cookies and juice could be placed on a table. Sounding the whistle again will bring all the students back to their assigned job and start the next cycle. After all the construction of the cars, some form of imaginary payroll could be made up for each student.

## Lesson 6.

The students should be able to identify other manufacturing areas that would require the use of an assembly line for production. List on the board these areas and discuss the reasons for the production being done this way.

### Classroom Field Trip

See your local Telephone Directory for possible field trip sites that would enhance this unit.

### Community Speakers

People who are in the field of auto mechanics would be an excellent resource to use as a classroom speaker.

Suggestions: Car Dealer

Garage Mechanic

Auto Suppliers

Gas Station Attendant

# MASS PRODUCTION AND THE ASSEMBLY LINE

1. Match the words with the definition.

   A. Mass Production
   B. Assembly Line
   C. Conveyor Belt
   D. Station
   E. Inspection

   ________ an assigned position
   ________ making goods in large quantities
   ________ official examination
   ________ a transporter of goods
   ________ a process of manufacturing goods

2. Name six items that would be produced in an assembly line.

   ____________________  ____________________
   ____________________  ____________________
   ____________________  ____________________

3. Name six items that would not be produced in an assembly line.

   ____________________  ____________________
   ____________________  ____________________
   ____________________  ____________________

4. List three ADVANTAGES of manufacturing goods in this way.

   ____________________________________________
   ____________________________________________
   ____________________________________________

5. List three DISADVANTAGES of assembly line production.

   ____________________________________________
   ____________________________________________
   ____________________________________________

# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

4-6

CAREER FACTIVITIES

## WORLD OF WORK

This month's FACTIVITY is designed to help your students realize the importants of the skills that they are learning in each of their school subjects and the relationship these skills have to the WORLD OF WORK.

SEE CAREER CAPERS -

APPENDIX - Fifteen Career Clusters

MARCH

* Collate these sheets into your CAREER CAPERS NOTEBOOK *

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# IDEAS FOR EACH SHEET

1. Post a selected subject area sheet in your room where the materials, books, etc. are kept for that subject.

   Example: Post the math career sheet in your math learning center in your classroom.

2. Duplicate one subject area sheet for each student or list a few of the job titles on the board.

3. Since many of the job titles will be unfamiliar to the students, have them find the definition of each in the dictionary.

   Discuss the job titles and decide the skill or knowledge learned in the subject area that would be valuable to the job.

4. Have the students fold a lined paper into 3 columns and select 10-20 jobs from the list.

   The student is to then write the job, a description of it and the subject area skills that would be used by the job.

   Example:

| JOB TITLE | DESCRIPTION | LANGUAGE ART SKILLS |
|---|---|---|
| Secretary | General office Assistant | spelling, grammar |

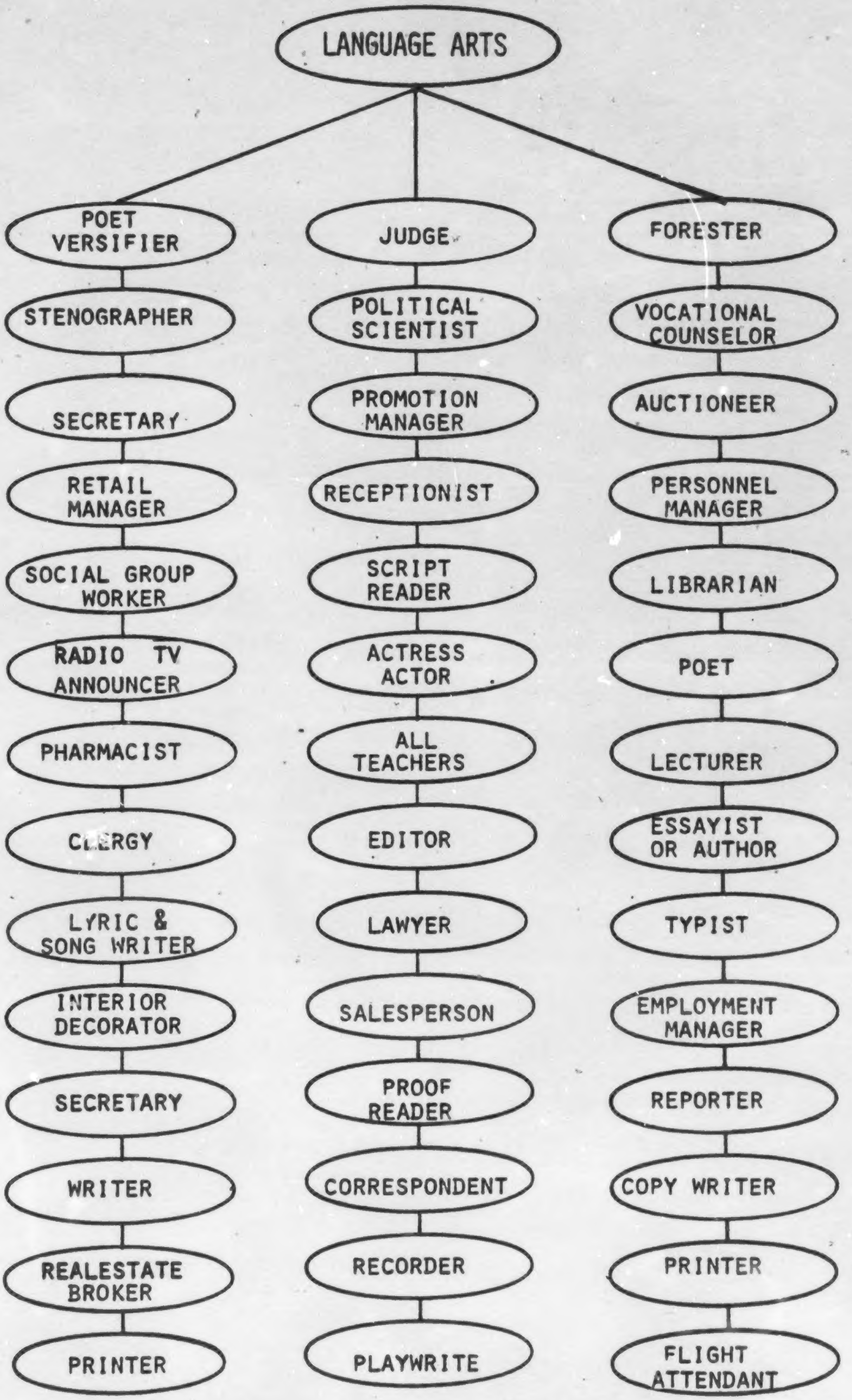
5. Discuss the skills or knowledge acquired in one subject area.

   Example: Math-measurement, geometry, addition, multiplication.

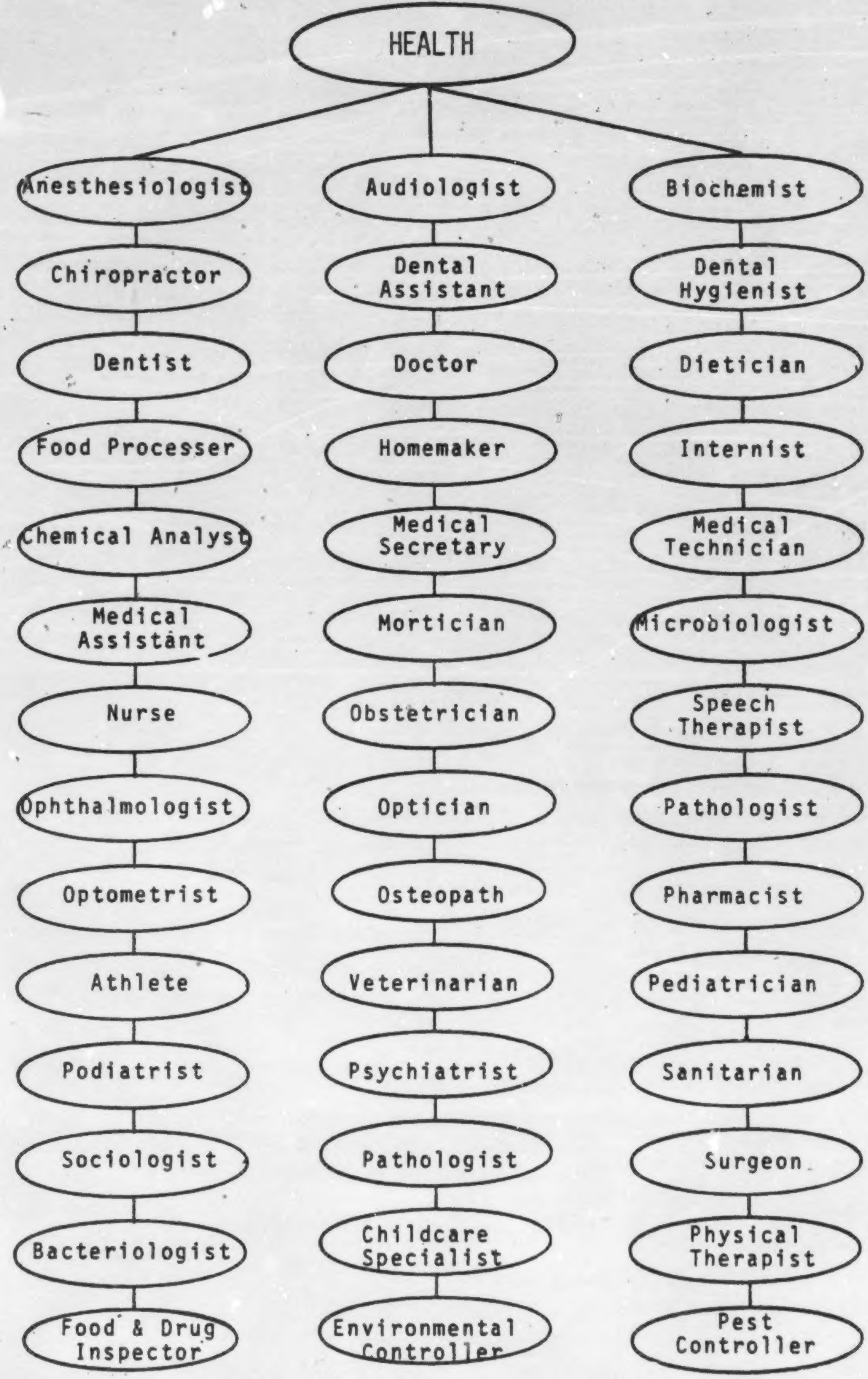
   List on the board for the students to copy onto a paper. They are then to select 5-10 job titles for the sheet that uses this skill.

   Math - linear measurement - carpenter, mechanic, carpet layer, homemaker, plumber, architect, interior decorator.

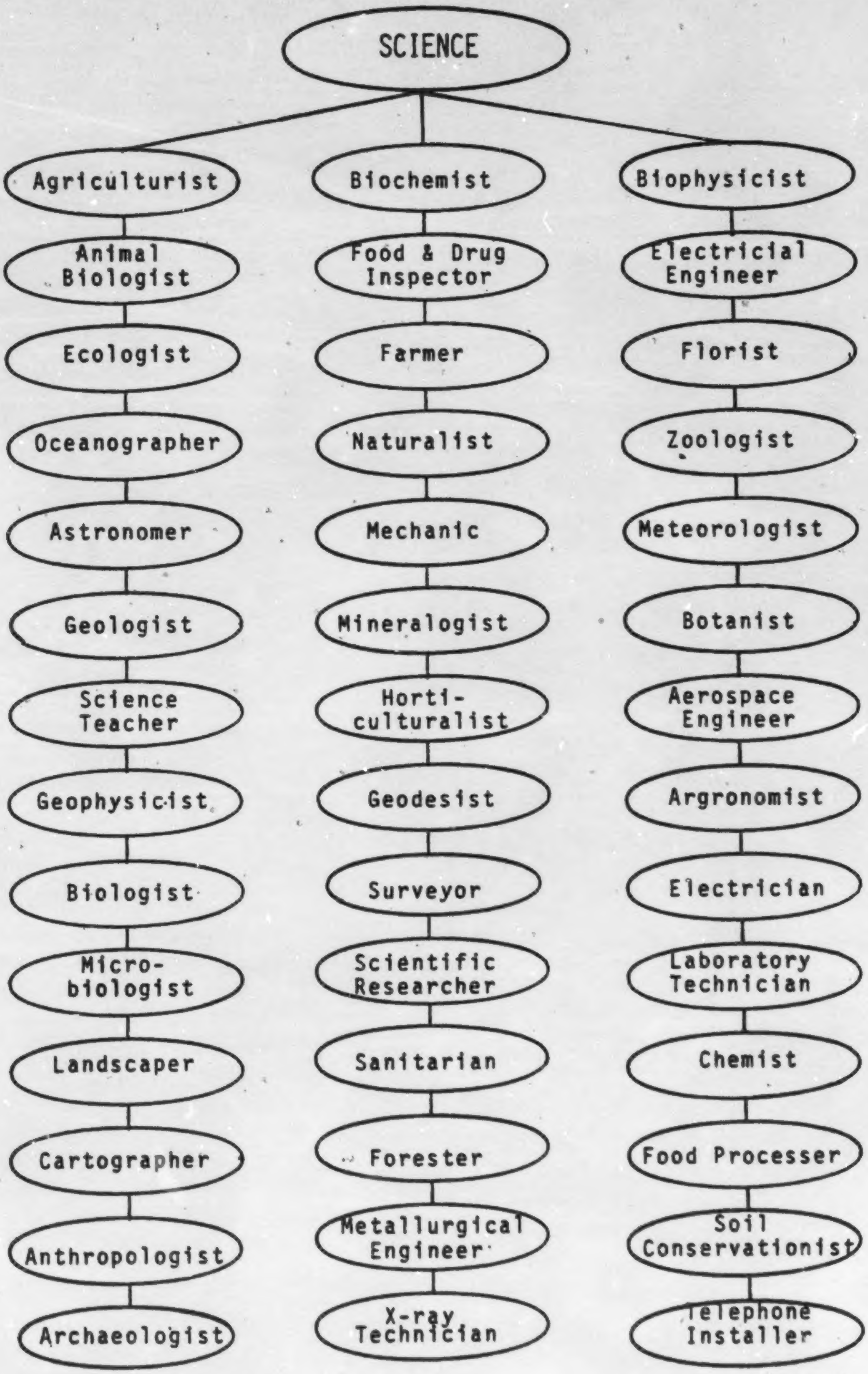
6. Have students define each job and using their dictionaries, divide them into syllables.


LANGUAGE ARTS
POET VERSIFIER
STENOGRAPHER
SECRETARY
RETAIL MANAGER
SOCIAL GROUP WORKER
RADIO TV ANNOUNCER
PHARMACIST
CLERGY
LYRIC & SONG WRITER
INTERIOR DECORATOR
SECRETARY
WRITER
REALESTATE BROKER
PRINTER
JUDGE
POLITICAL SCIENTIST
PROMOTION MANAGER
RECEPTIONIST
SCRIPT READER
ACTRESS ACTOR
ALL TEACHERS
EDITOR
LAWYER
SALESPERSON
PROOF READER
CORRESPONDENT
RECORDER
PLAYWRITE
FORESTER
VOCATIONAL COUNSELOR
AUCTIONEER
PERSONNEL MANAGER
LIBRARIAN
POET
LECTURER
ESSAYIST OR AUTHOR
TYPIST
EMPLOYMENT MANAGER
REPORTER
COPY WRITER
PRINTER
FLIGHT ATTENDANT

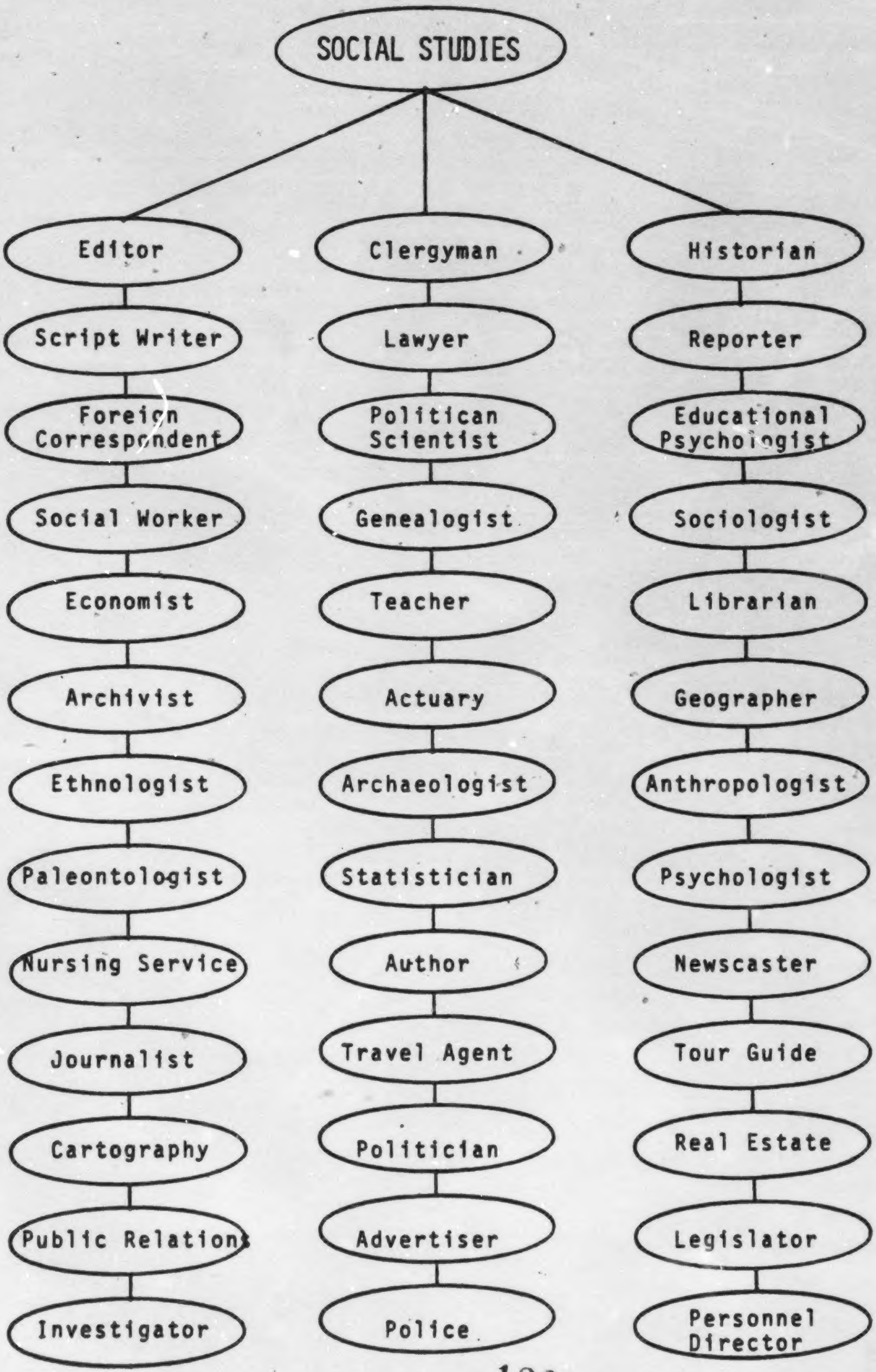
# CAREERS RELATED TO INTEREST AND ABILITY IN



# CAREERS RELATED TO INTEREST AND ABILITY IN



# CAREERS RELATED TO INTEREST AND ABILITY IN



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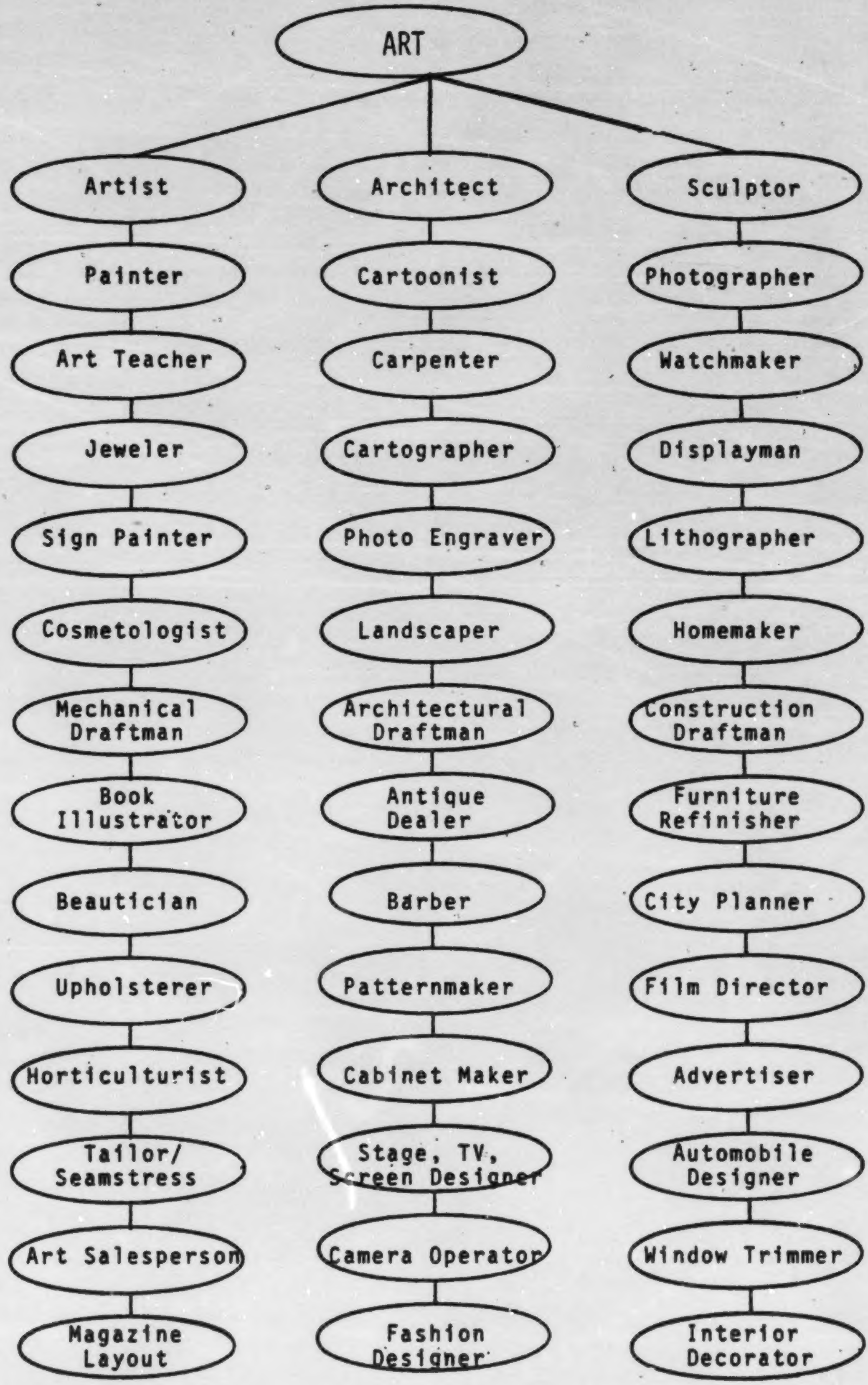

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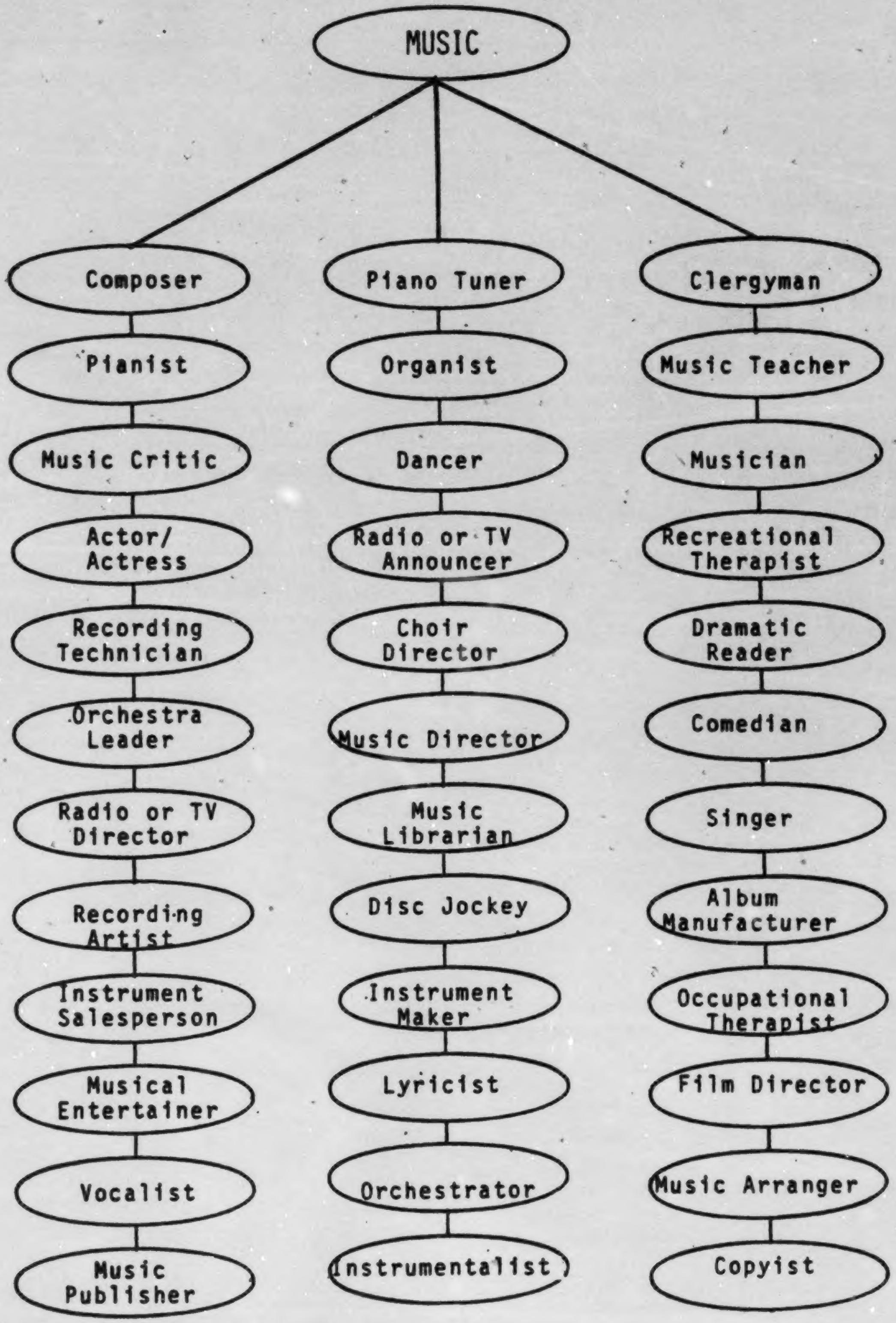

# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

4-6

CAREER FACTIVITIES

This month's
FACTIVITY
was developed by
SALLY BOURQUE
Garfield, Dist. 170
Chicago Heights, Illinois

## MARINE SCIENCES

With the present controversy over each natural resource and inefficient food supply, many scientist are turning to the ocean for answers. It is no wonder that Marine Science is an expanding field, not only to the trained scientist, but lab technicians, crew members for ships, librarians and field research teams. This month's FACTIVITY will increase your students' awareness of this expanding field.

APRIL

* Collate these sheets into your CAREER CAPERS NOTEBOOK *

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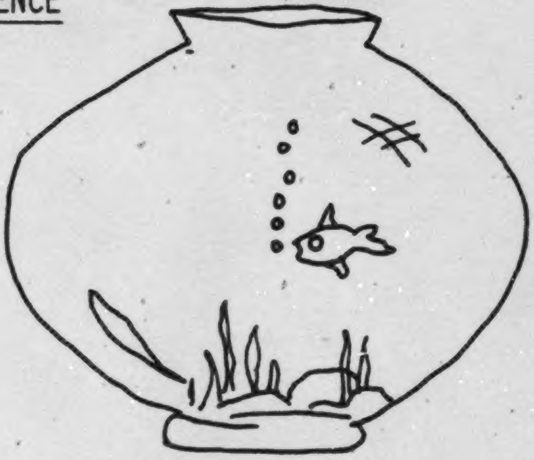
# CAREERS IN MARINE SCIENCE



MARINE BIOLOGIST - studies the life cycles of plants and animals in the ocean.

MARINE GEOLOGIST - explores the ocean floors, mountains, canyons and valleys. They learn through ocean sediment the history of the oceans.

AQUANAUT - commonly known as skin-divers who aid in the research and exploration of the ocean.

GEOPHYSICIST - study the features of the earth, the flow of the ocean tides and currents. The cause of earthquakes, volcanoes and the movement of glaciers are of special interest to them.

HYDROLOGIST - studies water surface, irrigation; flood control and specializes in mapping underground water supplies.

FISH CULTURE TECHNICIAN - specializes in the breeding and raising of a large variety of fish species.

OCEANOGRAPHER - studies the depth, chemicals, temperature variations and currents of the oceans.

FISH BACTERIOLOGIST - conducts laboratory research to discover ways to control bacteria and other micro-organisms harmful to fish.

ICHTHYOLOGIST - studies fish anatomy and distribution.

MARINE ZOOLOGIST - studies salt water animal life.

FISH CLEANER - cleans fish by removing parts which cannot be eaten; prepares fish for sale; works on ships or land.

FISHER - catches fish with traps, nets or lines.

FISH FARMER - raises fish such as trout, catfish, and salmon for food; may clean fish and prepare them for sale.

SHELLFISH GROWER - supervises the growth and harvest of shellfish such as oysters, clams, and shrimp; may handle the market sale of shellfish.

# STUDY QUESTIONS IN MARINE SCIENCE

1. What does a Marine Biologist use a trawlnet for?

2. Do you know what the bends are? Why does a Marine Scientist have to be aware of this?

3. What is a BATHYSHERER?

4. What does a sea farmer do?

5. Who is Jacques Cousteau?

6. What kinds of living organisms are found in salt water that are not found in fresh water?

7. If you were interested in a career in Marine Science which classes in school now would be important to you?

# MARINE VOCABULARY

Fathom
Tank
Scuba
Mask
Plankton
Algae
Submerge
Tide
Atlantic
Pacific
Water
Arctic

Seaman
Captain
Chart
Harbor
Coast
Anchor
Crustacean
Oceanographer
Airhose
Diver
Current
Wave

Sea Shell
Coral
Reef
Fish
Sea Gull
Seaweed
Flipper
Sea Urchin
Lighthouse
Buoy
Port
Porthole

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| W | W | Q | N | S | L | O | C | E | A | N | O | G | R | A | P | H | E | R | E | D |
| E | Q | A | C | O | K | S | Y | B | T | W | A | L | Y | S | O | D | D | O | A | F |
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| L | D | H | C | R | U | S | T | A | C | E | A | N | K | I | O | E | R | E | L | E |
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| H | H | S | R | F | F | A | A | O | E | T | P | T | E | C | R | F | F | L | M | E |
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| E | H | A | R | B | O | R | G | D | Y | C | R | S | E | A | U | R | C | H | I | N |

# CAREER FACTIVITIES

## IDEAS and ACTIVITIES in CAREER EDUCATION

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CAREER FACTIVITIES

This month's
FACTIVITY
was developed by
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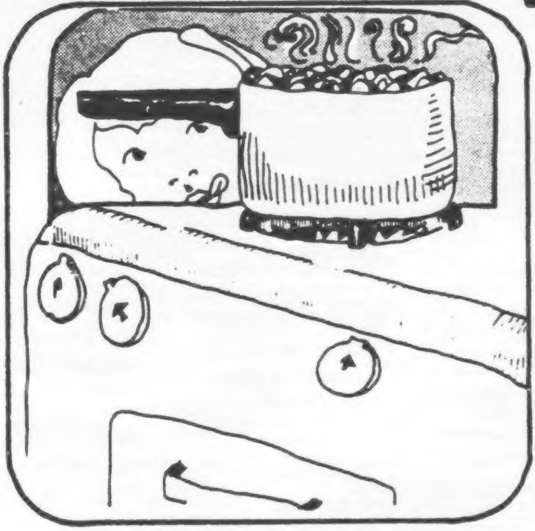

## CLASSROOM COOKING

Our students are always interested in food. This month's FACTIVITY contains easy recipes to use in your classroom. To introduce your students to some of the career opportunities in the food industry and to basic cooking terminology.

SEE CAREER CAPERS -

SOCIAL STUDIES - Name Them All

SOCIAL STUDIES - Tools Used in Occupations

SOCIAL STUDIES - Restaurant Careers and Terms

MATH - Fudge Fun

MAY

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# RECIPE BOX

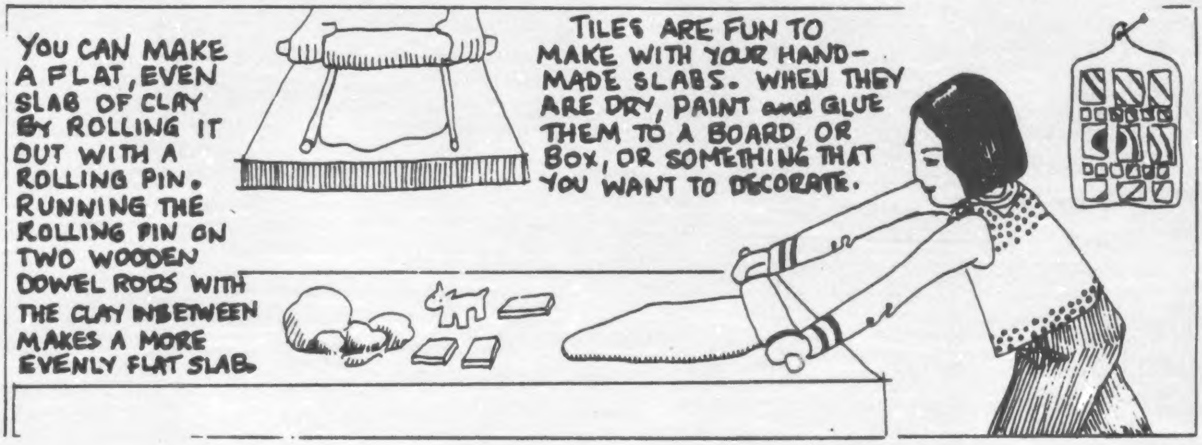
**PLAY DOUGH** **INGREDIENTS:**

500 ml flour
250 ml salt
50 ml cooking oil
food coloring (optional)

Directions: Blend ingredients together and knead until they are well mixed.

You can make animals, cars or any object from the dough.

Store unused dough in a plastic bag for later use.



YOU CAN MAKE A FLAT, EVEN SLAB OF CLAY BY ROLLING IT OUT WITH A ROLLING PIN. RUNNING THE ROLLING PIN ON TWO WOODEN DOWEL RODS WITH THE CLAY INBETWEEN MAKES A MORE EVENLY FLAT SLAB.

TILES ARE FUN TO MAKE WITH YOUR HAND-MADE SLABS. WHEN THEY ARE DRY, PAINT and GLUE THEM TO A BOARD, OR BOX, OR SOMETHING THAT YOU WANT TO DECORATE.

**MODELING CLAY** **INGREDIENTS:**

250 ml flour
250 ml salt
cold water
food coloring (optional)

Directions: Mix the flour and salt together.

Slowly add cold water and stir until mixture is easy to mold into shape.

If you wish your clay to be colored, add food coloring to water before stirring it into the flour and salt.

Modeling clay is good for making sculptures that last. Let harden and paint.

# MAY I TAKE YOUR ORDER ?

Discuss with your students the large variety of job opportunities that there are in establishing and maintaining a restaurant.

- Waiter/Waitress
- Maitre'de/Hostess
- Delivery Personnel
- Maintenance Crew
- Suppliers
- Owner
- Manager
- Dish Washer
- Wine Steward
- Interior Decorator
- Advertiser
- Artist - Menu
- Match Covers, etc.
- Chef
- Cook
- Dietitian

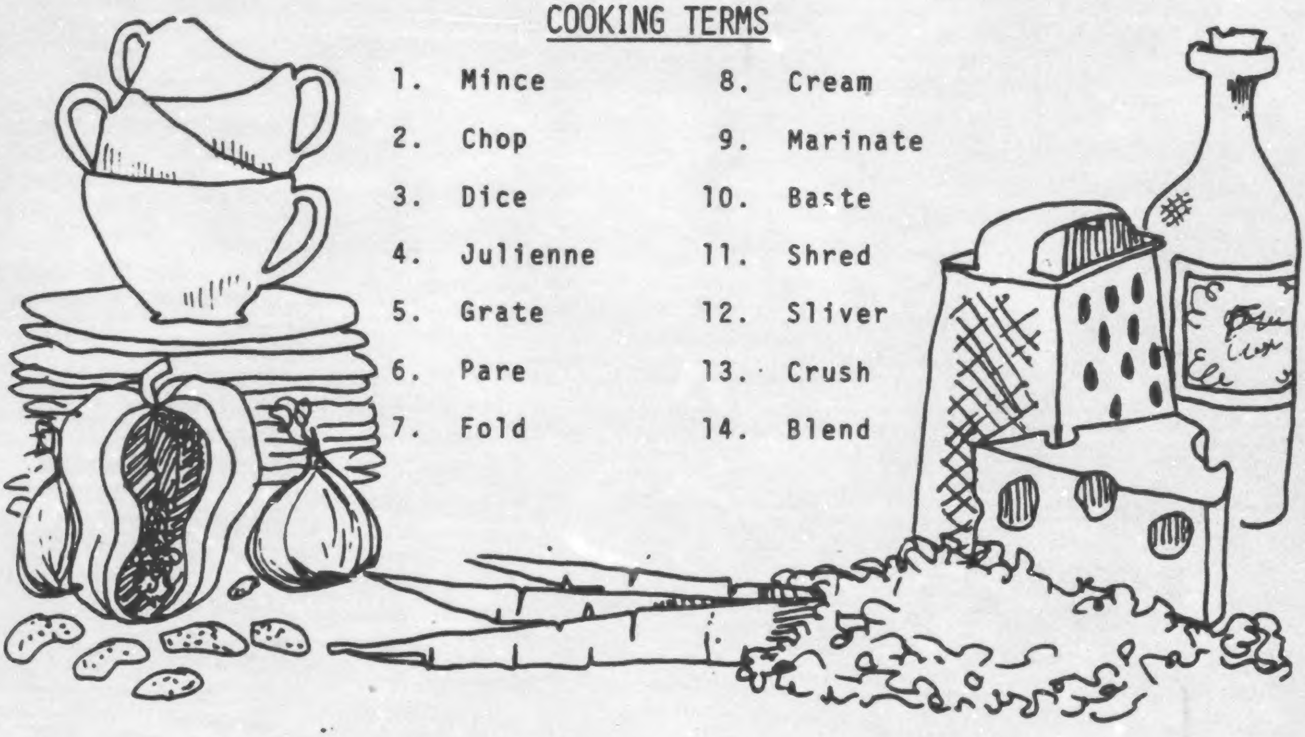
Have your students decide on a theme for their own individual restaurant and design a menu with prices and graphics to add interest or develop a classroom theme and assign the students to research different aspects.

Using a menu that was developed by the students, have students decide on a meal of their liking for themself and three friends and total the bill including the 5% sales tax.

Request a local restaurant to provide a classroom speaker on different jobs or visit a restaurant for first-hand experience of "behind the scene" operations.

# COOKING TERMS

1. Mince
2. Chop
3. Dice
4. Julienne
5. Grate
6. Pare
7. Fold
8. Cream
9. Marinate
10. Baste
11. Shred
12. Sliver
13. Crush
14. Blend



______ Press to extract juice with garlic press or side of knife.

______ Spoon a flavoring ingredient over food while cooking.

______ Cut in small pieces.

______ Let food stand in a liquid to enhance flavor or make tender.

______ Cut into matchlike sticks.

______ Beat until smooth fluffy and light

______ Cut into tiny particles with grater.

______ Cut in pieces with knife or sharp tool.

______ Cut in big thin pieces (almonds).

______ Combine by dipping into ingredients and along the bottom and up the side.

______ Thoroughly combine all ingredients until uniform and smooth.

______ Cut off outer covering with sharp tool such as a knife.

______ Cut in small cubes - less than 1 cm.

______ Cut in thin pieces using larger holes of grater.